DOCUMENT RESUME

ED 312 552 CG 022 049

TITLE	Improving IV-A/IV-D Interface. Trainer Guide.
INSTITUTION	National Inst. for Child Support Enforcement, Chevy Chase, MD.
SPONS AGENCY	Office of Child Support Enforcement (DHHS), Washington, DC.
PUB DATE	May 88
CONTRACT	HHS-282-85-1022
NOTE	150p.; For related document, see CG 022 050.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Communication (Thought Transfer); *Cooperation; *Coordination; Parent Responsibility; Staff Development
IDENTIFIERS	*Aid to Families with Dependent Children; *Child Support Enforcement Program

ABSTRACT

Effective interface between the Aid to Families with Dependent Children (IV-A) and the Child Support Enforcement (IV-D) programs is a key factor in assisting families in becoming self-sufficient, reducing welfare expenditures, and enforcing parental responsibility to support their children. Consequently, overcoming the procedural, technological, and organizational obstacles that impede interface between these programs has become a national priority. The training program described in this guide was developed to improve the communication, cooperation, and coordination between the two federal programs. This trainer guide is intended for use by State supervisors and trainers responsible for designing and conducting IV-A/IV-D interface training. It is organized into the following five modules: (1) the need for IV-A/IV-D interface; (2) overview of the State IV-A/IV-D programs; (3) the IV-A/IV-D interface process: IV-A's role; (4) the IV-A/IV-D interface process: IV-D's role; and (5) strategies for improving interface. The course design is structured for an audience that comprises both IV-A and IV-D workers to maximize the utility and impact of the training. Each module provides instruction for how to conduct all exercises and includes a variety of handouts and summary materials to support each training activity as necessary. (ABL)

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Improving IV-A/IV-D Interface

TRAINER GUIDE

CG 022049

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Improving IV-A/IV-D Interface Trainer Guide

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For further information, additional materials, or assistance in the use of these materials, contact:

National Institute for Child Support Enforcement
5530 Wisconsin Avenue
Suite 1600
Chevy Chase, MD 20815
(301) 656-4092

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May 1988

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ACKNOWLEDGMENTS

Athena M. Kaye designed the IV-A/IV-D Interface course and wrote the Trainer Guide and accompanying Handbook. Deborah Dale refined the course content and design based on the results of the pilot test and subsequent deliveries. Lisa Harris, Larry Gilias, and Barbara Roberts edited the material. Robert Wicks provided format design and word processing.

Myrtis Williams, Penny Pendall, Phil Sharman, and Ann Jaffin of the Family Support Administration reviewed the document for content and policy.

The State personnel who responded to the initial inquiry for information and participated in the pilot test and subsequent trainings contributed to the refinement and strength of this training package. While these individuals are too many to name, we would like to offer special thanks to Esther Perelman of Vermont for her detailed review of this material.

PREFACE

Effective interface between the Aid to Families with Dependent Children (IV-A) and the Child Support Enforcement (IV-D) programs is a key factor in assisting families in becoming self sufficient, reducing welfare expenditures, and enforcing parental responsibility to support their children. Consequently, overcoming the procedural, technological, and organizational obstacles that impede interface between these programs has become a national priority.

In an effort to improve the communication, cooperation, and coordination between these two programs the Federal Office of Child Support Enforcement directed the National Institute for Child Support Enforcement to develop a training program for both IV-A and IV-D managers and workers.

To assess the specific obstacles to program interface and to determine which of these obstacles can be addressed by training, the Institute conducted a national survey of State IV-A and IV-D agencies. Based on the survey results, the Institute developed a IV-A/IV-D interface training package composed of this Trainer Guide and a Handbook.

The Trainer Guide is intended for use by State supervisors and trainers responsible for designing and conducting IV-A/IV-D interface training. It is organized into the following five modules:

- Module I: The Need for IV-A/IV-D Interface

  This module establishes the need for IV-A/IV-D interface. Participants are guided through an exercise designed to uncover and resolve any misperceptions held about the IV-A and IV-D agencies. Following this exercise a lecture and a participatory discussion focus on the legal requirements and benefits of coordination and cooperation between the two agencies.

- Module II: Overview of the State IV-A and IV-D Programs

  This module provides an overview of the organizational structure and roles of the IV-A and IV-D programs. The first activity in this module is an exercise that enables participants to analyze the need for cooperation in solving problems. As a result, participants are sensitized to the various behaviors that contribute to or obstruct finding solutions to group problems. Following the exercise, a lecture on the organization and role of the two agencies is provided. Finally, participants are encouraged to discuss what they have learned in an effort to the discern various points of interface between the two programs.

- Module III: The IV-A/IV-D Interface Process: IV-A's Role

  This module covers IV-A's roles and responsibilites in the interface process. To begin, a small group exercise is used to clarify misperceptions concerning these roles and responsibilities. Case studies, group discussions, and small group exercises are used to cover topics including the assignment of support rights, the cooperation requirements, and good cause determination. Finally, in a large group problem solving exercise, participants are asked to review the information covered in this module and identify mechanisms for effective information exchange.

- Module IV: The IV-A/IV-D Interface Process: IV-D's Role

  This module covers IV-D's role and responsiblilities in the interface process. Specific topics covered in participative lectures include: intake, absent parent location, paternity establishment, support establishment, support enforcement, and collection and distribution. This module concludes with a review of the perceptions discussed in the first module and an assessment of how participant perceptions regarding each agency and its functions have or have not changed.

- Module V: Strategies for Improving Interface.

  Module V is designed to identify management strategies for improving program interface. Group discussions, brainstorming sessions, and lectures are used to assist participants in identifying methods/tools for improving program interface in their State. Finally, through an action planning exercise, participants will be able to plan an interface improvement for implementation in their State.

The course design is structured for an audience that comprises both IV-A and IV-D workers to maximize the utility and impact of the training. The design provides maximum flexibility, since each module can either stand alone or be used in combination with others depending on the makeup of your audience and the training need being addressed. For example, if the audience is composed of both IV-A and IV-D workers the entire 2-day course can be presented, or only those modules that address a particular concern. If the audience is composed of experienced managers from both programs, the module on "Management Tools for Improving Interface" can be presented.

While the training outline offers significant flexibility, it will still need to be tailored by each State to reflect its particular forms, policies, and procedures. Each module provides instruction for how to conduct all exercise and includes a variety of handouts and summary materials to support each training activity as necessary. Please feel free to reproduce the handouts and to supplement them with State-tailored materials.

We suggest that instructors or facilitators from both programs be used in the same training session. This strategy can be effective in enhancing understanding of and communication between personnel from both programs. We have found that joint training sessions allow for the much needed dialogue between staff of both programs.

The accompaning Handbook can be used as a teaching aid during the training as well as serve as a reference for IV-A/IV-D professionals responsible for program interface. The Handbook is made up of the following chapters:

- The Importance of IV-A/IV-D Interface
- Overview of State IV-A and IV-D Programs
- The IV-A/IV-D Interface Process: IV-A's Role
- The IV-A/IV-D Interface Process: IV-D's Role

We hope that this training package addresses the need for IV-A/IV-D interface training and results in improved interaction between the programs. To assist us developing future materials on this topic, please provide us with your feedback using the evaluation form at the back of the book.

INTRODUCTION AND ORIENTATION

Goals:

The goals of this module are to:

- Establish an atmosphere conducive to learning and an open exchange of ideas.
- Familiarize participants with the organization sponsoring the training.
- Provide participants with an overview of the training modules, goals, and activities.

Objectives:

The objectives of this module are as follows:

- Through warm-up exercises and introductions, all participants will be introduced and trainer(s) will be able to identify them by name.
- Following a trainer presentation, participants will be able to identify the sponsoring organization(s).
- Through trainer presentation supplemented with handouts, participants will receive all necessary information about the training schedule, facility, and materials.

Method: Trainer presentation and warm-up exercise

Equipment: Flipchart, easel, felt tip markers, name tents or tags, Handouts 1-5, Improving IV-A/IV-D Interface Handbook

Setting: Large group

Time: 1 hour

INSTRUCTOR NOTES	TRAINING SEQUENCE
	Activity: Introduction
Describe your background and, if participants do not know you, write your name on the flipchart.	▪ Introduce yourself and other staff members, if any. ▪ Welcome the participants to the training program. ▪ Express appreciation to the State IV-A and IV-D agencies for supporting this training. ▪ Briefly describe the training program.
	Activity: Overview of Your Sponsoring Organization
This activity allows the trainer to identify and describe the organization(s) sponsoring this training event. Elaborate or modify this discussion to the extent needed.	▪ Identify the State organization sponsoring this training; briefly state its mission. ▪ Explain that your organization's mission and services will be described more fully later in the training. ▪ Describe other training programs conducted by your organization. ▪ Explain the process for requesting your organization's training and related services. ▪ Describe the process for obtaining any training materials produced by your organization. ▪ Volunteer to work with the trainees and their agencies to develop requests for services. State that you can contact them with follow-up information.
	Activity: Course Evaluation Process
Handout 1, Overall Evaluation Form Participants will fill out a portion of the overall evaluation the first day and complete the evaluation on the second day. Evaluation forms will be collected at the conclusion of the training.	▪ Refer participants to Handout 1, Overall Evaluation Form, and explain that they will: - Use one evaluation form for the entire course. - Be asked to evaluate the sessions and exercises they have completed at the end of each training day.

Handout 2, Product-User Evaluation Form

If the NICSE handbook, Improving IV-A/IV-D Interface, is used for this training, please include this activity.

- Ask participants to refer to the Handbook and Handout 2, Product-User Evaluation Form.
- State that the Handbook provides step-by-step instruction for assessing interface needs and improving communication and cooperation between the two agencies.
- Explain that the Handbook is provided as a reference and eliminates the need for extensive notetaking.
- Request that trainees complete product-user evaluation forms and send them in when they have reviewed the Handbook.

Activity: Training Schedule

Handout 3, Suggested Training Agenda

(If you decide to conduct only portions of this course, redo the agenda and evaluation forms accordingly.)

- Refer participants to Handout 3, Training Agenda, and note that the training agenda provides an overview of the training content, flow, and sequencing.
- State that the pacing is approximate and will be adjusted as much as possible to meet the needs of the group.
- Briefly review schedule, including breaks, lunch, and beginning and ending times.

Activity: Training Logistics

If available, maps of the area where restaurants and other places of interest are located may be helpful to participants.

- Identify and explain the following, as applicable:
  - Location of restrooms
  - Availability of supplies
  - Availability of coffee and other refreshments
  - Availability of places where participants can have lunch within the time allotted
  - Availability of places where participants can have dinner
  - Arrangements for other activities, if any.

Invite and answer any participant questions.

Activity: Participant Introductions and Course Expectations

Handout 4, Warm-up Interviews
Flipchart, easel, and felt tip markers

- Refer participants to Handout 4, Warm-up Interviews, and describe the purpose of the warm-up exercise.

If there is an uneven number of students, you could work with the unpaired participant. If you have a mixed group of IV-A and IV-D workers, pair them.

- Tell participants to pair off in order to interview each other. Recommend that co-workers not be partners. The most effective pairing would be a IV-A worker with a IV-D worker.
- Explain that the participants will interview their partners.
- Allow 5 minutes for each interview.
- Ask the participants to regroup.
- Introduce yourself, if the participant group evenly divides, by providing information similar to that obtained during the participants' interviews. Have each participant introduce the person he or she interviewed.

The listed expectations and barriers to interface will be referred to throughout this training. Use these expectations when briefly overviewing the training to create a transition to the first module.

- List the expectations and barriers to interface on a flipchart. When all participants have completed the exercise, review the expectations as part of the course overview. Specify what <u>will</u> and <u>will not</u> be covered.
- Emphasize that the first step to communication is knowing each other.

Activity: Course Overview

Handout 5, Goals and Objectives

- State that this course is divided into five modules.
- Point out that Module I begins with an overview of the philosphical link between the Aid to Families with Dependent Children (IV-A) and the Child Support Enforcement (IV-D) programs. In this module, The Need for IV-A/IV-D Interface, some of the mutual goals and benefits between the two programs are explained.
- Summarize that, in Module II, the organization and operation of the IV-A and IV-D programs are discussed and involve:

- Reviewing the organizational structure of each program
- Identifying the terms/language used in each agency
- Understanding the responsibilities and services offered by each group.

- Introduce Modules III and IV by describing how each reviews the roles and responsibilities of each agency.
- Module V presents some of the strategies for improving interface. Also, in this module, participants will interact in a training exercise designed to suggest ways in which to plan a program interface improvement design for their own states.
- State that, for all modules, the trainers and participants will keep an ongoing flipchart list of acronyms and other program-specific words.
- Refer participants to Handout 5, Goals and Objectives, and explain that this course provides training methods for improving IV-A/IV-D interface and for enhancing communication between the two agencies.
- Return to the list of course expectations from the warm-up activity, and describe when these expectations will or will not be addressed in each module.
- Point out that Goals and Objectives have been developed for the remaining five modules and that they will be reviewed at the beginning and end of each session.
- Explain that, after a 15-minute break, participants will begin Module I, The Need for IV-A/IV-D Interface.

MODULE I

MODULE I:	THE NEED FOR IV-A/IV-D INTERFACE
Goal:	The goal of this module is to establish the need for IV-A/IV-D coordination and cooperation.
Objectives:	▪ After participating in an exercise on agency perceptions, participants will be able to explain the purpose and goals of both the IV-A and IV-D programs and what they have in common. ▪ After a lecture presentation, participants will be able to identify the legal requirements for coordination and cooperation. ▪ Through a participatory discussion, participants will be able to identify the benefits of coordination and cooperation.
Method:	Small group exercise, lecture/group discussion.
Equipment:	Flipchart, easel, felt tip markers, masking tape, overhead projector and screen, Transparencies I-1 through I-6, Handout 5, Improving IV-A/IV-D Interface Handbook
Setting:	Large and small group
Time:	1 hour and 45 minutes

INSTRUCTOR NOTES:	TRAINING SEQUENCE
	Activity: Overview of Module I
Handout 5, Goals and Objectives	**Refer participants to Handout 5, Goals and Objectives, and review for this session.** ▪ Introduce the session by listing the major topics to be covered: - Individual workers' perceptions of each program and how these attitudes affect interface - The historical development of the two programs - An overview of the legal requirements of each agency - Statistical social trends shaping the programs today.
This exercise will identify perceptions of the IV-A/IV-D relationship and the impact of these perceptions on interagency communication. As a result, the material to be covered in this and other modules will be identified. Using the flipchart, record and display perceptions. These will be used at course conclusion to determine changes in perceptions. The point of charting these perceptions is to flush out negative perceptions and, throughout the course, introduce or reinforce positive perceptions of each agency.	**Activity: Perception Clarification** **Lead the following small group exercise:** ▪ Divide participants into four groups at four different tables. Give each group a sheet of flipchart paper and markers. Ask them to draw a picture of how they see their relationship with the other agency. ▪ Upon completion of the drawing, ask participants to stay in their groups and discuss why they drew the picture they did. ▪ Discuss with participants why these perceptions exist. Ask how perceptions might block or foster effective interface. ▪ State that, in the next activity, the background and history of the two agencies will be presented. ▪ Introduce the next activity with a transition statement, saying that perceptions about each program are created without full knowledge about the evolution of each agency.

Activity: Background of IV-A and IV-D

Present the following participative lecture:

Transparency I-1, Goals of IV-A and IV-D

For more information, refer participants to handbook discussion, The Interrelatedness of the IV-A and IV-D Programs, beginning on page 2.

- The Aid to Families with Dependent Children Program and Child Support Enforcement Program have compatible goals in that they both serve families in need.
- They are closely related historically and politically.
- Aid to Families with Dependent Children began with the Social Security Act in 1935 as Title IV-A. Title IV-A of the Act provides financial assistance for needy families in which one or both parents are deceased, absent from the child's home and not providing support and guidance, or physically or mentally disabled. Families in which the primary wage earner is unemployed were included later as a State option.
- The IV-A goal was established to encourage the care of dependent children in their own homes or in the homes of relatives enabling each state to furnish financial assistance and rehabilitation to needy dependent children and the parents or relatives with whom those children reside. The purpose of this assistance was to help maintain and strengthen family life.
- The IV-D agency began as Title IV-D of the Social Security Act in 1975. Title IV-D locates absent parents, establishes paternity, and establishes and enforces child support obligations for both IV-A and non-IV-A families.
- The two programs have different requirements, and organizational structures and pursue different activities, but their overall goals are the same: to help families become (or remain) self-sufficient, and make sure children receive the support they are entitled to. To foster family responsibility, meet the needs of children, and be accountable to taxpayers, it is essential that the two programs be coordinated effectively.

- Federal requirements mandate cooperation between the two agencies by stipulating that the IV-A agency will require each IV-A applicant or recipient, as a condition of eligibility for assistance, to assign to the State all rights to past and present support, and to cooperate with the State in locating the absent parent, establishing paternity, and obtaining support or other payments due the applicant or recipient or the child. (45 CFR 232.12) (A waiver of cooperation in locating the absent parent may be requested if there is a danger to the custodial parent or child.)

Increasing Welfare Costs

Transparency I-2, Financial Implications

The following discussion is meant to provide a historical and social review of the emergence and need for the IV-A and IV-D programs. To supplement this discussion, use the statistical information available in the handbook/transparencies.

- When the IV-A program was established, death of a parent was the primary basis for the deprivation of parental support.
- Today, close to 90 percent of all IV-A families are receiving assistance based upon the continued absence of a parent from the home: an absent parent who, in many cases, can provide needed support.
- Today, one parent's absence from the home is the primary basis for deprivation of parental support.

Social and Economic Implications of the Nonsupport Problem

Transparency I-3, Emergence of the Single Parent Family

Transparency I-4, Causation

See note above re. statistical information.

- It has become clear that the increase in families receiving IV-A assistance is related to the growing problem of nonsupport. IV-A increases correspond with social changes challenging the traditional family unit.
- For the last decade the fastest-growing family structure was the one-parent unit. This phenomenon reflects escalating divorce rates, increase in marital separations, and the growing number of mothers who never married.

- Of particular concern is the rate of out-of-wedlock births among teenagers. During 1984, almost 470,000 children were born to mothers from 15 to 19 years of age and about 55 percent of these babies were out-of-wedlock births. Many teenage parents do not complete high school and frequently lack marketable skills, often entering a pattern of unemployment, poverty, and welfare dependence.

- A growing number of single mothers are heading their own households.

- As a consequence, increasing proportions of families are headed by women with sole responsibility for raising and caring for children. Since the probability that a woman will become a widow has not changed substantially, the increase in female-headed households can be largely attributed to the rising divorce, separation, and out-of-wedlock birth rates.

- This situation is economically as well as sociologically significant because the absence of a parent usually means a lower standard of living for the family.

- The poverty rate for the nation, determined on an income-per-family basis, was 11 percent. In 1984, the rate was 40 percent for single-parent families headed by white women and 75 percent for those headed by black women. The composite poverty rate for all families headed by females with no husband present was more than 3 times that for married-couple families. In short, society is faced with an increasing number of dependent children in female-headed households with marginal incomes.

- These women, left alone to care for the children, face many problems. It is difficult to both care for children and work. Those who do work usually cannot command a sufficient salary to meet the needs of their families. Without financial support from absent fathers, mothers very often are forced to seek public assistance. Approximately 50 percent of female-headed households are receiving IV-A assistance.

Transparency I-5, Cost of IV-A Money Payments

- According to the 1985 survey on Child Support and Alimony conducted by the U.S. Department of Health and Human Services (DHHS) and the Department of Commerce, of the 8.8 million women living with a child under 21 years of age whose father was not living in the household, 61 percent were awarded child support. Other research shows that those who do not obtain a court order for child support fall predominantly into the following groups: the never-married, those separated, minorities, and women without a high school education. Many of these same groups are also IV-A recipients.

- Less than 50 percent of women due child support in 1985 received the full amount; about one quarter received partial payments; and over one quarter received nothing. Thus, the problem of non-support is greater among those most likely to be IV-A recipients. Again, the problem of increasing welfare costs in the United States is partly a problem of the nonsupport of children by their absent parents.

The Need for the IV-D Agency

- Responding to some of the social needs of children living in single parent households, the Child Support Enforcement Program was created in 1975 as Title IV-D of the Social Security Act to counter rising welfare costs due to the abandonment or desertion of children by parents capable of supporting their children.

- The IV-D agency has the legal responsibility to enforce the support obligation owed by absent parents to their children by locating the parent, establishing paternity, and obtaining child support. One important goal of the program is to ensure that responsibility for support rests with the responsible parent, consequently reducing expenditures of tax dollars. Since many absent parents do not voluntarily meet their support obligations, enforcement is necessary to achieve this goal.

The trainer may wish to identify the agency where their State program is located.

- Title IV-D required each State to designate a separate organizational unit for child support enforcement. Although the IV-D agency is usually located in the same umbrella agency as IV-A, the State IV-D agency often enters into cooperative agreements and purchase of service contracts with outside resources such as district attorneys, prosecutors, clerks of courts, private attorneys, blood testing laboratories, sheriffs, private process servers, and collection agencies. Unlike other social services, child support requires the assistance of many other political entities. It is almost always more efficient for State child support agencies to contract with expert help on an as-needed basis rather than to maintain such help on the permanent payroll.

- The 1984 Amendments strengthened child support services.

Benefits of the IV-D Agency

- The millions of dollars that the IV-D agency collects each year represent a direct benefit to children and families as well as to taxpayers. The IV-D Agency is one of very few government undertakings that helps needy families while also saving tax dollars.

- As of October 1, 1987, the Federal Government matches 68 percent of costs incurred by States in the administration of the Program; matches 90 percent for costs related to the development of statewide automated management information systems; and permits a State to reimburse itself for all assistance paid to the family. As an added incentive to operate effective programs, States and localities involved in the collection and enforcement of child support obligations are entitled to retain an additional 6 to 10 percent of both IV-A and non-IV-A collections to be used for whatever purposes State officials deem appropriate.

Transparency I-6, Distribution of IV-A Collections and Total Expenditures

- In addition to its direct revenue-generating aspects, the Child Support Enforcement Program produces "cost avoidance" financial benefits through the provision of services to non-IV-A families, who, without income from child support, might be forced to turn to public assistance. Similarly, through Program efforts, sufficient support is collected on behalf of some IV-A families to eliminate their dependence on welfare and related assistance programs.

- In addition to recovery of government expenditures, the IV-D agency clearly offers social, economic, and medical benefits to children, as well as fostering in families a sense of parental responsibility, heritage, and self-esteem.

- Establishing paternity for a child born out of wedlock and having that parent contribute financial assistance for the child's upbringing (that otherwise might come from public funds) benefits society and the child. In addition to providing income for the family, absent parents may be able to provide their children with access to such "social entitlements" as Social Security benefits, pension benefits, veterans' benefits, and other rights of inheritance. The children also gain social and psychological advantages from having legally identified parents and a sense of family heritage. Perhaps the most important of these advantages is escaping the prejudices often held against children who cannot identify their fathers.

- Another benefit of establishing paternity is that fathers and children no longer will be deprived of the knowledge that a parental relationship exists. A legally established relationship is a first step in creating a psychological and social bond between a father and his child. Further, it is in the child's best medical interest to know who his or her parents are. A significant number of diseases, illnesses, birth defects, and other abnormalities are passed to children by their parents. This knowledge of medical history is the only way of predicting a child's susceptibility to some medical disorders before they occur.

Activity: Interdependence of IV-A and IV-D

Present the following lecture:

- The two programs are aligned both in their long-range goals and their day-to-day operations. The IV-A agency depends on the IV-D agency to obtain child support from absent parents to reduce IV-A expenditures. The IV-D agency depends on the IV-A agency for timely, complete, and accurate referrals of new IV-A cases and for enforcement of the requirement that IV-A recipients cooperate with the IV-D agency in obtaining child support.

- The IV-D agency can be of invaluable assistance to the IV-A agency in meeting quality control standards mandated by Federal law. In order to receive Federal funds for its IV-A program, the IV-A agency must contain its eligibility errors within the Federally-determined tolerance range. The IV-D agency, by providing timely information updates on IV-A recipients, can help IV-A to correct errors, and cease overpayments or grants in excess of eligibility.

- Likewise, by providing accurate referral information, IV-A can assist IV-D by reducing intake and locate functions, thus improving IV-D program efficiency.

- The IV-D agency can also assist the IV-A agency's own routine field investigations which seek to verify case information collected in interviews. Not every case can be investigated, and timely information from the IV-D agency can allow the IV-A agency to direct its efforts toward cases which most merit scrutiny.

- Hence, the level and quality of cooperation and coordination are extremely important to the effectiveness of both programs.

Remind participants that each program is federally mandated to assist each other. State that in the next activity, these federal mandates will be used to highlight benefits of program interdependence.

- To foster family responsibility, meet the needs of children, and be accountable to taxpayers, it is essential that the two programs are effectively coordinated. IV-A and IV-D can contribute to successful interface by:

  - Understanding the goals and requirements of the other program;

- Developing criteria for when counterparts should be informed or consulted; and
- Providing full information accurately and promptly.

Invite questions and comments.

Activity: Brainstorming Exercise

Lead a brainstorming activity where the participants list the benefits of working together. Ask these two questions:

- What benefits can result from cooperation?
- How are the two programs interdependent?

You may wish to emphasize that this brainstorming will underscore the philosophical benefits of each program, stating that Modules III and IV will look at some of the organizational and operational benefits of interface. List these benefits on a flipchart.
Expect that participants will include as benefits the following:

- Caseload reduction
- Keep families together
- Lower quality control errors
- Help to establish paternity
- Help families acquire medical insurance through support order.

Expected responses to interdependence may include:

- IV-A home visits may reveal information helpful to IV-D
- Better quality control information
- Help recoup foster care costs
- Highlight goals of both agencies.

Lead the participants through the following discussion:

- Brainstorm with participants the benefits of working together.
- Ask participants to address two questions in brainstorming:
  - What benefits can result from cooperation?
  - How are the two programs interdependent?

State that in the next session the information received in this session will be expanded into gaining a better understanding of the State IV-A and IV-D agencies.

Activity: Summary of Module I

Lead the participants through the following discussion:

- Summarize that, in this module, we have reviewed the social and economic need for the two programs.
- Reinforce that the mutually-held goal of each agency--to assist families toward economic self-sufficiency--suggests an interdependence of each agency.
- State that the next module will explore the organization and operation of State IV-A and IV-D programs with a beginning view of organizational interface.

MODULE II

MODULE II: **OVERVIEW OF THE STATE IV-A AND IV-D PROGRAMS**

Goal:

To provide participants with an understanding of IV-A and IV-D State organization and operation.

Objectives:

- After a small group exercise, participants will be able to understand the need for cooperation between the two agencies
- After a large group discussion, participants will be able to explain how the State's IV-A and IV-D programs are organized and operated.
- After processing a small group lecture, participants will be able to explain responsibilities and services of IV-A and IV-D .

Methods:

Small and large group exercises, lecture/large group discussion, self-quiz

Equipment:

Flipchart, easel, pad, and felt tip markers, table, Broken Square Exercise game, Transparencies II-1 through II-5, Handouts 5 and II-1 through II-3, Improving IV-A/IV-D Interface Handbook

Setting:

Large and small group

Time:

2 hours

INSTRUCTOR NOTES	TRAINING SEQUENCE
	Activity: Overview of Module II
Handout 5, Goals and Objectives	**Refer participants to Handout 5, Goals and Objectives, and review for this session.** ▪ Preview the session by listing the major topics to be covered: - Organization and role of the State IV-A Programs. - Organization and role of the State IV-D Programs.
	Activity: Broken Squares Exercise
	Lead the following small group exercise:
Broken Squares Exercise game **Handout II-1, Broken Squares Group Instruction Sheet** **Handout II-2, Broken Squares Observer/Judge Instruction Sheet**	▪ Tell participants the purpose of this exercise is: - To analyze some aspects of cooperation in solving a group problem - To sensitize participants to behaviors which may contribute to or obstruct the solving of a group problem.
Divide the group into small groups of six participants each. Each group appoints an observer/ judge. Tell participants that the activity will take approximately 45 minutes. Remind each group that they should have the following materials: ▪ A set of broken squares for each group of six participants, to remain unopened until the directions are read ▪ One copy for each group of the Broken Squares Group Instruction Sheet ▪ One copy for each observer of the Broken Squares Observer/ Judge Instruction Sheet.	▪ Begin this exercise with a general statement about cooperation which may include: - How an individual works with another individual to achieve a work goal is one form of cooperation - That each individual can make contributions to other individuals - That groups that pay attention to their own problem-solving processes are likely to be more effective than groups that do not. ▪ State that this exercise focuses on the importance of cooperation. Explain that, at the end of this exercise, the entire group will discuss the importance of cooperation between the IV-A and IV-D agencies.

- Ask participants to form groups of six participants and work at small tables. Ask the groups to appoint an observer/judge. Give observers a copy of Handout 7, Broken Squares Observer/Judge Instruction Sheet. Then ask each group to distribute among its members the set of broken squares (five envelopes). The envelopes are to remain unopened until the signal to begin work is given.

- Give each group a copy of Handout 6, Broken Squares Group Instruction Sheet. Read these instructions to the group, calling for questions or questioning groups about their understanding of the instructions.

Remember to process learnings from exercise and apply them to the IV-A/IV-D process. The participants should, at a minimum, include that, without full knowledge of a situation, completing work is difficult; an inability to communicate between the two agencies presents barriers; and an inability to ask questions can prevent efficient work completion.

- Then tell the groups to begin work. It is important that tables be monitored during the exercise to enforce rules established in the instructions.

- When all groups have completed the task, engage the groups in a discussion of the experience. Observations should be solicited from observers/judges. Encourage the groups to relate this experience to their IV-A/IV-D interface situation.

- Summarize by stating that this exercise illustrated why cooperation is important, and that one part of cooperation involves knowledge about the other individual or agency. State that, in the next presentation, we will learn more about the two agencies.

Activity: Overview of the State IV-A and IV-D Programs, Roles and Responsibilities

Present the following lecture:

This discussion needs to be tailored to your State program procedures. The outline provided is to guide you in developing this presentation.

Overview of the State IV-A and IV-D Programs

- In 1986, the Family Support Administration (FSA) was created within the U.S. Department of Health and Human Services (DHHS). Both the Office of Family Assistance (AFDC), and the Office of Child Support Enforcement (OCSE) were removed from the Social Security Administration and placed under the control of the FSA. In addition to the IV-A and IV-D agencies, FSA includes: the Office of Refugee Resettlement, the Office of Community Services, and the Office of Work Incentive Programs.

- The creation of FSA promotes the goal of efficient service delivery for both the IV-A and IV-D agencies. Ten regional DHHS offices oversee the formulation and implementation of policy within the region for IV-A and IV-D.

- Explain that the welfare agency and the child support agency must each have an approved State plan, which is an agreement between the State and Federal Government to perform certain minimum duties in order to receive Federal funds.

- A State plan describes the aspects of State operations pertinent to specific requirements of the Social Security Act and other applicable Federal laws and regulations. It is a flexible instrument, readily amended to reflect changes in State laws, Federal law, administrative regulation, or policy.

- Within the conditions established by the Act, States have certain options in deciding how the programs are to be organized and administered, who is eligible for aid, and how much aid eligible persons receive.

- A State Plan, to be approved, must provide for statewide operation. All States have offices distributed in such a way as to make public assistance available to persons in all parts of the State, but the organizational patterns vary from State to State, e.g., State-administered and State-supervised patterns of administration. For example, there may be county offices under both organizational patterns; but, in a State-administered program, the office is a unit of State government.

The State IV-A Program

Suggested handouts would include State organizational chart with an explanation of the placement of the agency in the State political system.

For additional information, refer participants to handbook discussion, The State IV-A Program: Roles and Responsibilities, beginning on page 7.

- The State trainer should prepare a presentation on the State's IV-A program addressing the following:
  - What is the organizational structure of the IV-A agency?
  - Provide an organizational chart.
  - Specify any relevant organizational placement issues or points of interest.
  - Discuss the organizational structure of the agency and the general responsibilities of the major functions within the agency.

Transparency II-1, Select State IV-A Plan Characteristics

For additional information, refer participants to handbook discussion, State Plan Characteristics, beginning on page 8.

Handout II-3, Select State IV-A Plan Characteristics

Select State IV-A Plan Characteristics

- Action on Applications. 45 CFR 206.10 requires that, except in unusual circumstances, a decision shall be made promptly on application, pursuant to reasonable State-established time standards, not in excess of 45 days. This time standard is defined as the number of days from the date of application to the date that the assistance check, denial, or notice of change is mailed to the applicant or recipient. A State's standard for promptness may be established at less that 45 days, but it may not be used as a waiting period before granting aid or as a basis for denial. If all eligibility conditions are met, payment of assistance begins no later than the date of authorization or 30 days (or a shorter period established by the State) from the date of receipt of a signed and completed application form, whichever is earlier. States may choose to begin payment with the date of application if the assistance unit meets all eligibility conditions. Payment of IV-A benefits may not begin earlier than the date of application.

- Presumptive Eligibility. In cases where it appears that the applicant is eligible, States may choose to provide assistance before the eligibility determination process has been completed. If the State does provide assistance on the presumption of eligibility, it must later determine whether the recipient was, in fact, eligible for the period such assistance was granted. The State must have methods for assuring that Federal matching funds are claimed properly, i.e., a claim cannot be made until the presumption has been proved correct by the State's determination that all factors of eligibility have been met.

- Hearings. The State agency is responsible for providing either a hearing before the State agency or a evidentiary hearing at the local level with a right of appeal to a State agency hearing.

  Under 45 CFR 205.10(a)(5): "An opportunity for a hearing shall be granted to any applicant who requests a hearing because his or her claim...is denied, or is not acted upon with reasonable promptness, and to any recipient who is aggrieved by any agency action resulting in suspension, reduction, discontinuance, or termination of assistance or determination that a protective, vendor, or two-party payment should be made or continued. A hearing need not be granted when either State or Federal law requires automatic grant adjustments for classes of recipients unless the reason for individual appeal is incorrect grant computation." The State may require that the request for hearing be made in writing, and it may establish a "reasonable" time limit, not to exceed 90 days, during which the applicant or recipient may appeal any agency action.

- Eligibility. The determination of need is left entirely to the States, and many States define need in general terms. Under Federal law applicable to all States, no assistance unit is eligible for IV-A benefits in the month in which the total income of all members of the unit exceeds 185 percent of the State need standard (including special needs) before application of earned income disregards (other than certain limited disregards which a State may choose to apply to dependent children who are full-time students or are participating in a Job Training Partnership Activity (JTPA) activity).

- Age. Title IV of the Social Security Act defines IV-A as assistance to needy children who are under the age of 18 years or, at State option, to certain children who have reached their 18th birthdays and who meet the definition of "student." Optional coverage is limited to children age 18 but under 19 who are full-time students in secondary school or in the equivalent level of vocational or technical training and are expected to complete the program before reaching 19. A child age 16 to 18 who is not attending school full time must register and cooperate in referral for work or training in the Word Incentive (WIN) Program or other employment programs elected by the State.

- Deprivation. The determination that a child has been deprived of parental support or care may be based on the death, continued absence or, physical or mental incapacity of a parent which is expected to last for at least 30 days, or (if the State elects) unemployment of the parent who is the principle earner. This determination is made only in relation to the child's natural or adoptive parent or (in States which have a support law of general applicability) in relation to a stepparent who is married under State law to the child's natural or adoptive parent.

Transparency II-2, IV-A Employment Programs

- Employment. There are four employment programs, three of which States may implement if they so choose.

  The Work Incentive (WIN) Program. The Work Incentive Program is mandatory, although States could have applied (through 6/30/87) to operate (through 9/30/88) a Work Incentive Demonstration (WIN DEMO) Program (45 CFR 205.80) as an alternative. States using WIN DEMO can develop and evaluate new and improved methods for administering the work-related objectives of the Act. Currently, 29 States are operating WIN demonstrations. This is an increase of nine States since the end of 1983.

- Community Work Experience Program. The Community Work Experience Program (CWEP) (45 CFR 238) enables States to provide on-the-job training and work experience for IV-A recipients. Certain IV-A recipients who are required to participate in the WIN program may also be required to participate in the IV-D program. Unlike WIN, however, IV-A applicants may not be required to participate in IV-D.

- Work Supplementation Program. The Work Supplementation Program (Work Supp) (45 CFR 239) allows States broad discretion in establishing employment programs in which IV-A recipients may, as an alternative to receiving their regular IV-A payments, volunteer to work and have their grant used to subsidize their wages. Voluntary participation in Work Supp excuses the recipient from the requirements of WIN and other title IV-A work requirements.

- Employment Search Program. The Employment Search Program (ESP) requires, as a condition of eligibility, that individuals required to participant in WIN and those exempt from WIN because of remoteness must participate in an employment search program as recipients or as applicants. The State may further limit ESP requirements to certain groups, types, or classes of applicants and recipients and may permit volunteers to participate.

- Additional State Employment Requirements. In addition to the optional employment requirements specified in Federal law, States also may establish employment-related conditions or requirements for eligibility, "if such conditions assist the State in the efficient administration of its public assistance programs, or further an independent State welfare policy, and are not inconsistent with the provisions and purposes of the Act" (45 CFR 233.10(a)).

- 1115 Demonstration Projects. In addition to the above alternative programs, States may operate their own demonstration projects with waivers granted under section 1115 of the Social Security Act.

Transparency II-3, Other Federal Regulations

For additional information, refer participants to handbook discussion, Other Federal Regulations, beginning on page 11.

Other Federal Regulations

- The following Federal requirements apply uniformly in all States and must be specified in State plans:

- Citizenship/Alienage. An eligible individual must be a citizen of the United States or an alien lawfully admitted for permanent residence or otherwise be permanently residing in the United States under protection of the law.

- Deeming to Aliens. For 3 years following entry into the U.S., a sponsored alien must provide information and documentation necessary to determine the income and resources of a sponsor (and the sponsor's spouse if the couple live together) that can be deemed available to the alien. The alien also must obtain any cooperation necessary from the sponsor(s). If the sponsor is an organization, the alien is ineligible unless the organization is without resources.

- Residence. There cannot be a durational residence requirement. If there is a State residence requirement, it must be specified in terms of residing in the State voluntarily, not for a temporary purpose, and with intent to remain--which includes having a job commitment or seeking employment when entering the State.

- Social Security Number. Each applicant for or recipient of IV-A is required to furnish or to apply for a Social Security number.

- Assignment of Support Rights. Applicants or recipients must assign to the State any accrued and continuing rights to support that they may have in their own behalf or in behalf of any other member of the assistance unit.

- Cooperation in Obtaining Support. Unless good cause for refusal can be determined under Federal regulations, each applicant for or recipient of IV-A must cooperate in:

- Identifying and locating the parent of a child for whom aid is claimed
- Establishing the paternity of a child born out of wedlock for whom aid is claimed
- Obtaining support payments for the applicant, recipient, and/or child for whom aid is claimed
- Obtaining any other payments or property including third-party medical payments due the applicant, recipient, or child.

Transparency II-4, Other Federal Assistance Programs

For additional information, refer participants to handbook discussion, Other Federal Assistance Programs, beginning on page 12.

Other Federal Assistance Programs

- AFDC-UP. Discuss that the IV-A assistance for families with unemployed parents (AFDC-UP) has been in existence since 1961. The purpose of this program allows families to be eligible for IV-A assistance in a home with two parents where the family's principle wage earner is unemployed. This encourages families to stay together in times of economic distress.

  Mention that the IV-A program interfaces with several other social service programs. Two of these programs, Medicaid and Food Stamps, will be discussed prior to describing the interface process with IV-D.

- Medicaid. Remind participants that States must provide Medicaid to families receiving cash assistance under IV-A.

  Until 1984, if a family no longer qualified for cash assistance, then the family was also terminated from Medicaid. However, beginning in 1984, families that lose IV-A benefits due to an increase in earnings or due to receipt of child support payments continue to be eligible for 4 months of Medicaid coverage.

- Food Stamps. Upon determining IV-A eligibility, the IV-A worker will refer the recipient to the State's food stamp program. Most IV-A families are eligible for and participate in the food stamp program, an important in-kind supplement to the cash assistance paid under IV-A.

- Generally, the same agency which oversees the IV-A functions coordinates IV-D functions. The State child support functions are outlined next.

The State IV-D Program

Suggested handouts would include State organizational chart with an explanation of the placement of the agency in the State political system.

For additional information, refer participants to handbook discussion, The State IV-D Program: Roles and Responsibilities, beginning on page 12.

- The State trainer should prepare a presentation on the State's Child Support Enforcement program addressing the following:
  - What is the organizational structure of the IV-D agency?
  - Provide an organizational chart.
  - Specify any relevant organizational placement issues or points of interest.
  - Discuss the organizational structure of the agency and the general responsibilities of the major functions within the agency.

This discussion needs to be tailored to your State program procedures. The outline provided is to guide you in developing this presentation.

- Child support enforcement on the State level involves the specific functions devoted to securing payment of financial support from parents with dependent children. The duties required of the State IV-D program are detailed in 45 CFR 302 et.

Overview of the Select State Plan Characteristics and IV-D Functions

- General Organizational Requirements. Each State plan is required to:
  - Establish or designate a single and separate organizational unit, to be known as the IV-D agency, to administer the State plan.
  - If necessary, enter into written agreements for cooperative arrangements with appropriate court and law enforcement officials whose services are needed to meet the mandated program requirements.
  - Include a copy of State statutes or regulations that create procedures for establishing paternity, establishing child support obligations, and enforcing support obligations.

- Publicize the availability of support enforcement services.

- Maintain accounts and supporting records to assure that claims for Federal funds are in accordance with applicable Federal requirements.

- Maintain records necessary for proper and efficient operations and ensure accuracy and verification of such reports.

- Design methods of administration to ensure that individuals who handle cash payments do not keep the accounting records of the monies collected.

- Bond all employees who have access to or control over funds collected by the program.

- Participate financially in the Program.

Transparency II-5, IV-A/IV-D Program Functions

Program Functions

- Intake. Intake includes all activities performed to open a child support case. The IV-A referral and application forms are screened to determine if the information provided is complete and accurate. Appropriate contacts are made to secure all needed information and to set up the case record.

- Locate. This involves all activities performed to locate absent parents or their assets. States are required to have a State Parent Locator Service and to use the Federal Parent Locator Service and all relevant resources in the State and in other States. If all efforts are unsuccessful, in most States these cases are then classified inactive and are reviewed annually.

- Establishing Paternity. States are required to:

  - Attempt to establish paternity for children born out of wedlock (unless to pursue this would create a potentially harmful or threatening situation to the child or custodial parent) and provide paternity determination and support collection services to individuals who apply for IV-A and are referred to the IV-D agency.

- Make paternity determination and support collection services available to non-IV-A persons.

If paternity has not been previously determined, this step is necessary. Although voluntary cooperation is first attempted, sometimes court action must be initiated. A court may order that a blood test be performed. Evidence from these tests is used widely throughout the IV-D program and minimizes the guesswork involved in determining the parentage of a child.

- Assessing Financial Responsibilities. To assess the financial responsibility of the absent parent, the child support unit analyzes both the ability of the parent to pay and the needs of the children involved. To do this, states must:

  - Determine the amount of a child support obligation following the amount specified in a court order or, if no order exists, in accordance with a formula that meets criteria outlined in 45 CFR 302.53.

  - Establish and use guidelines for determining the amount of support an absent parent is required to pay when no court order exists.

  - Secure medical support information, and petition courts to require the absent parent to obtain health insurance when available at a reasonable cost.

  - Establish and enforce medical support obligations where appropriate.

- Establishing an Order of Support. Sometimes an order of support can be established with the cooperation of the absent parent; other times a court hearing is necessary. If the parent must be summoned to court and does not appear, the order may be issued by default.

- Enforcement. If a case becomes delinquent, it moves into the enforcement function where activities are undertaken to secure payment using procedures available by law. Enforcement techniques are numerous and include collection letters, income withholding, liens against property, Federal tax refund interceptions, reports to consumer reporting agencies, incarceration, and others.

- Collection and Distribution. This function consists of recording and monitoring payments and disbursing money collected. Many innovative ways to make this process more effective are being tried, including the use of private credit bureaus, night deposit boxes, and drive-up windows.

Specific State plan requirements include:

- Providing for payment to the IV-D agency where collection is done pursuant to an assignment of rights by a recipient of IV-A benefits.
- Distributing, according to mandated requirements, all monies collected.
- Making appropriate support payments to the resident parent, legal guardian, or responsible or custodial relative.
- Sending an annual notice of support collected to IV-A recipients.
- Reducing support obligations, dollar for dollar, as support payments are collected.

Activity: Review of List of Barriers

Lead the participants through the following discussion.

Flipchart: List of Barriers
(from Module I)

- Direct participants back to flipchart where they listed the barriers to interface.

The purpose of this discussion is to monitor participants' perceptions and whether the training is helping them to change.

- Ask them to compare this flipchart to the flipchart on benefits of interagency cooperation; where are they similar/different?

- Ask participants to reflect and comment on whether their perceptions have changed as they have heard more about the two programs.

Activity: Summary of Module II

Lead the participants through the following discussion:

- Review the session's Goals and Objectives.
- Summarize the main points of this session by highlighting major aspects of State IV-A and IV-D Programs. Main points may include the organizational structure of the IV-A and IV-D agency.
- State that understanding the structure and function of each agency allows us to discern where interface occurs.
- Show the need for good communication between the two based on the Broken Square small group exercise.
- Preview the next session by stating that participants will learn about IV-A's responsibilities to IV-D and vice versa.

MODULE III

MODULE III: **THE IV-A/IV-D INTERFACE PROCESS: IV-A'S ROLE**

Goal: The goal of this module is to explain IV-A responsibilities to IV-D to strengthen program interface.

Objectives:

- After a large group presentation, participants will be able to describe IV-A's role and responsibilities in the interface process.
- Upon reviewing sample forms, participants will be able to explain the assignment of support rights, the cooperation requirements, and how good cause is determined.

Method: Small group exercises, lecture, group discussion, case studies

Equipment: Flipchart, easel, pad, felt tip markers, Handouts 5 and III-1 through III-8, Improving IV-A/IV-D Interface Handbook

Setting: Large and small group

Time: 3 hours

INSTRUCTOR NOTES	TRAINING SEQUENCE
	Activity: Overview of Module III
Handout 5, Goals and Objectives	**Refer participants to Handout 5, Goals and Objectives, and review for this session.** ▪ Introduce the session by listing the major topics to be covered: - IV-A's roles and responsibilities in the interface process - An explanation of assignment of support rights, good cause, and cooperation requirements. ▪ State that this session will be followed by information on IV-D's roles and responsibilities in the interface process.
	Activity: Overview of the IV-A/IV-D Interface Process
Handout III-1, Perception of IV-A's Roles and Responsibilities This exercise is to clarify misperceptions as to IV-A's role and responsibilities in the interface process.	**Lead participants in the following exercise:** ▪ Divide participants into two groups, one IV-A and one IV-D. Ask each group to select a recorder who will also serve as a spokesperson. ▪ Distribute Handout III-1, Roles and Responsibilities, instructing participants to identify what they perceive IV-A's role and responsibilities to IV-D are. ▪ Ask the IV-A group recorders to report the results of the group. Write their responses on the flipchart in the appropriate column in an IV-A vs. IV-D format. Then ask the IV-D recorder to report the results of that group. ▪ In the larger group, process which of their perceptions are shared and which are not.

Activity: Deprivation Due to Continued Absence

Present the following participative lecture:

For additional information, refer participants to handbook discussion, Determination of Applicant Eligibility, beginning on page 15.

- IV-A determines a IV-A applicant's eligibility. If eligibility is due to the continued absence of a parent, Federal regulations require that IV-A cases in which this is the reason for deprivation be referred to IV-D within 2 working days of the furnishing of aid, the determination of eligibility for IV-A, and any other referral information as prescribed by IV-D. The IV-A and IV-D agencies may agree to notify each agency upon the filing of and application for assistance.

- It is a Federal requirement for the welfare agency to provide prompt notice including a copy of the IV-A case record or all relevant information as prescribed by the child support agency. Often, child support agencies develop an intake form to be used by the welfare agency in obtaining required information.

- A child is deprived of parental care and support when either parent is absent from the home by reason of:

  - Desertion or abandonment
  - Divorce or legal separation
  - Imprisonment
  - Voluntary separation
  - Death.

- Continued absences resulting from divorce or legal separation, or imprisonment are easily identified and documented whereas the others resulting from desertion or abandonment or voluntary separations are more difficult to determine.

- The IV-A worker is responsible for obtaining the necessary information and evaluating it in relation to the children's deprivation of support due to continued absence. Based on the information obtained, the worker must establish whether or not the children are in fact deprived due to continued absence, or whether it is merely a separation for convenience.

- Continued absence of a parent from the home constitutes the reason for deprivation of parental support or care if any of the following apply:

- The parent is out of the home permanently
- The nature of the absence is such as either to interrupt or to terminate the parent's functioning as a provider of maintenance, physical care, or guidance for the child
- The known or indefinite duration of the absence precludes counting on the parent's performance of his/her function in planning for the present support of his child.

- Whatever the cause of the absence, the case record must reflect the information obtained from the client, on which the decision was based.
- The IV-A agency must require each IV-A applicant or recipient as a condition of eligibility for assistance to:
  - Assign to the State IV-D agency all rights to past and present support
  - Cooperate with the State IV-D agency in locating the absent parent, establishing paternity, and obtaining support or other payments due the applicant or recipient or the child.

Activity: Assignment of Rights to Support

Present the following participative lecture:

Handout III-2, Sample Assignment of Rights

- The assignment to the State of any rights to support from any other person provides the legal basis for the IV-D agency to collect support.
- This assignment applies both to the applicant and to any other member of the family for whom assistance is being sought and to whom future payments will be made.
- The assignment includes arrearages due on the date the assignment becomes effective, in addition to current and future support [45 CFR 232.11 and 45 CFR 302.50].

- In some States, the assignment of rights is filed by the IV-D agency with the clerk of the court of jurisdiction if a support order exists or when the support order is established. Where the clerk of the court does not serve as the point of collection, the IV-D agency must go directly to the absent parent. Upon doing so, by Federal regulations and State law, any support monies received from the absent parent must be sent to the State. No further support monies can be sent to the applicant/recipient until further notice is received from the IV-D program.

- If the relative with whom a child is living fails to comply with this requirement, such a relative shall be denied eligibility without regard to other eligibility factors.

- If the relative with whom a child is living is found to be ineligible for assistance because of failure to comply with this requirement, any aid for which such child is eligible will be provided in the form of protective payments. Protective payments are made to a third person on behalf of the eligible child or children.

- If there is a failure to execute an assignment, the State still may attempt to establish paternity and collect child support pursuant to appropriate State statutes and regulations which constitutes an assignment of rights by operation of law.

- Ask participants if they have any questions.

Activity: Cooperation in Obtaining Support

Present the following participative lecture:

- The IV-A agency must gather information to determine the applicant's eligibility.

- As a condition of eligibility for assistance, each applicant for or recipient of IV-A benefits will be required to cooperate (unless good cause for refusing to do so is determined to exist) with the State in:

  - Identifying and locating the parent of a child for whom aid is claimed

- Establishing the paternity of a child born out of wedlock for whom aid is claimed
- Obtaining support payments for the applicant or recipient and for a child for whom aid is claimed
- Obtaining any other payments or property due the applicant or recipient or the child.

- Cooperation includes any of the following actions that are necessary for the achievement of the objectives specified above:
  - Appearing at an office of the State or local agency as necessary to provide verbal or written information, or documentary evidence, known to, possessed by, or reasonably obtainable by the applicant or recipient
  - Appearing as a witness at judicial or other hearings or proceedings
  - Providing information or attesting to the lack of information under penalty of perjury
  - Forwarding to the child support agency any child support payments received from the absent parent after an assignment has been made.

- If the child support agency notifies the State or local IV-A agency of evidence of failure to cooperate, the State or local IV-A agency must act upon that information to enforce the eligibility requirements.

- The IV-D agency depends upon IV-A to enforce the cooperation requirement. In some jurisdictions, applicants must cooperate with IV-D (usually in the form of an interview) before financial assistance is provided. Although the IV-D agency usually refers cases to IV-A for determination of non-cooperation, IV-A can initiate a determination of non-cooperation itself if the applicant fails to cooperate in completing the referral form.

- It is the IV-A agency that determines whether a client has good cause for non-cooperation.

Activity: Case Study #1 - Cooperation

Lead participants in the following exercise:

Handout III-3, Case Study #1

- Distribute Handout III-3, Case Study #1 Synopsis, to each participant. Explain that the case study includes the applicant's profile, the caseworker's information, and observer sheets.
- Give participants 5 minutes to read each of the fact patterns.
- Divide participants into groups of four. Appoint one from each group to be the applicant and one to be the caseworker. The other members will be observers.
- Instruct participants to play out the case study. They will have 15 minutes.
- Then allow the observers to make their observations about whether the issues of the case were surfaced.
- Allow 10 minutes for the whole group to discuss the case study.

Activity: Determination of Good Cause for Refusal to Cooperate

Handout III-4, Good Cause Requirements

Present the following participative lecture:

- There are circumstances in which a IV-A applicant/recipient does not have to cooperate with support enforcement if a claim of good cause is substantiated and approved by the IV-A agency. A finding of good cause should be a rare occurrence.
- The applicant or recipient will have the opportunity to claim good cause for refusing to cooperate.

Distribute Handout III-4, and discuss. Depending on your audience, you may develop a case study in which participants apply these concepts to demonstrate their understanding.

- Prior to requiring cooperation, the applicant or recipient will be notified of the right to claim good cause, and of all the requirements applicable to a good cause determination. The following notice requirements apply:
  - The notice will be in writing, with a copy furnished to the applicant or recipient.

- The applicant or recipient and the caseworker will acknowledge receipt of the notice by signing and dating a copy of the notice which will be placed in the case record.

- The notice may be in two parts, if the State elects.

- The first notice shall advise:

  --The potential benefits the child may derive from the establishment of paternity and securing support

  --That by law, cooperation in establishing paternity and securing support is a condition of eligibility for IV-A assistance;

  --Sanction requirements for refusal to cooperate

  --That good cause may be claimed, and, if the State or local agency determines there is good cause, cooperation requirements will be excused

  --That, upon request or following a claim, the agency will provide further notice with additional details concerning good cause.

- The second notice, provided promptly upon request, shall:

  --Indicate that corroborative evidence of a good cause circumstance must be provided and, when requested, sufficient information furnished to permit investigation of the circumstances

  --Reasonable assistance will be provided, upon request, in obtaining the corroborative evidence

  --List the circumstances under which cooperation may be determined to be against the best interests of the child

--Advise that the IV-D agency may review the IV-A agency's findings and basis for a good cause determination and may participate in any hearing concerning the issue of good cause

--Advise that the IV-D agency may either not attempt to establish paternity and collect support in those cases where it is determined there is good cause for refusing to cooperate or attempt to establish paternity and collect support in those cases where the IV-A agency determines that this can be done without risk to the applicant or recipient if done without their participation.

- The burden of showing a likelihood of harm to the children must be met by the custodial parent. The basic grounds for a determination of good cause are:

  - Physical or emotional harm to the child for whom support is to be sought

  - Physical or emotional harm to the parent or custodial relative with whom the child is living of such nature or degree that it reduces such person's capacity to care for the child adequately.

- In addition, the State or local IV-A agency may determine that proceeding to establish paternity would be detrimental to the child for whom support is being sought if at least one of the following circumstances exists:

  - The child for whom support is sought was conceived as a result of incest or forcible rape

  - Legal proceedings for adoption are pending before a court of competent jurisdiction

  - The applicant or recipient is currently being assisted by a public or a licensed private social agency to resolve the issue of whether to keep or relinquish the child for adoption, and discussions have not gone on for more than 3 months.

- Physical harm and emotional harm must be serious to justify a finding of good cause as defined by this regulation. A finding of good cause for emotional harm may only be based on a demonstration of an emotional impairment that substantially affects the individual's functioning. For every good cause determination that is based in whole or in part on the anticipation of emotional harm to the child, the parent or the caretaker relative, as provided for in 45 CFR 232.43, the State or local IV-A agency will consider the following:

  - The present emotional state of the individual subject to emotional harm
  - The emotional health history of the individual subject to emotion harm
  - Intensity and probable duration of the emotional impairment
  - The degree of cooperation to be required
  - The extent of involvement of the child in the paternity establishment or support enforcement activity to be undertaken.

- The IV-A agency will determine whether good cause exists. The final determination that good cause does or does not exist will:

  - Be in writing
  - Contain the agency's findings and basis for determination
  - Be entered into the IV-A case record.

- The IV-A agency's determination will be made within 45 days from the day the claim is made. This time standard may be exceeded only where the case record documents additional time is needed because verification of information cannot be obtained within the time standard or that the claimant did not provide corroborative evidence within the required period.

- If the IV-A agency determines that good cause does not exist:

- The applicant or recipient will be so notified and afforded an opportunity to cooperate, withdraw the application, or have the case closed

- Continued refusal to cooperate will result in imposition of a sanction.

Activity: Case Study #2 - Good Cause

Lead participants in the following exercise:

Handout III-5, Case Study #2

- Distribute Handout III-5, Case Study #2 Synopsis, to each participant. Explain that the case study includes the applicant's profile, the caseworker's information, and observer sheets.

- Give participants 5 minutes to read each of the fact patterns.

- Divide participants into groups of four. Appoint one from each group to be the applicant and one to be the caseworker. The other members will be observers.

- Instruct participants to play out the case study. They will have 15 minutes.

- Then allow the observers to make their observations about whether the issues of the case were surfaced.

- Allow 10 minutes for the whole group to discuss the case study.

Activity: The Referral Process

Make the following introductory points:

For additional information, refer participants to handbook discussion, IV-A Referral to IV-D, beginning on page 20.

- Explain that, although IV-A workers are concerned primarily with determining financial eligibility, they also are required to solicit and refer certain information to the child support enforcement agency.

- State that the first point of contact between IV-A and IV-D is usually the IV-A referral. In most jurisdictions this is accomplished through a referral/intake form.

- Note that the referral form is used by IV-D to determine which cases can be processed without further interviews, which cases require further information, and which cases need multiple IV-D services (e.g., paternity establishment, absent parent location, support order establishment).

- Point out that in every case, effective enforcement depends on the quality of the evidence collected. Since the custodial parent is typically most knowledgeable about the absent parent, it is critical that the information obtained on the referral form be as complete and accurate as possible.

Activity: Soliciting Information for Referral Form

Lead the following small group exercise:

Handout III-6, Sample Referral Forms

Handout III-7, Observer Sheet

- Ask for two volunteers to come to the front of the training area, preferably one IV-A and one IV-D staff person, to participate in a "Fishbowl Exercise," that is, they will conduct the exercise for the larger group to observe. Instruct the IV-D person to interview the IV-A person using the referral form.

- As the volunteers review the instructions, ask the large group to take notes on the interview, noting specifically what the interviewer fails to do to facilitate the information-gathering.

- Allow 10-15 minutes for the interview.

Activity: Improving the Referral Process

Lead the following large-group discussion

For additional information, refer participants to handbook discussion, Improving the Referral Process, beginning on page 24.

- Ask participants to report what worked well in the interview in the previous activity. Also ask them what did not work well, and what strategies could be used to improve the intake process. Cover the following items:

- Explaining to the recipient the purpose and operation of the IV-D program, and emphasizing the benefits to the children of being supported by both parents. One financial benefit of paternity establishment often not considered is the child's legal rights as heir and survivor. In addition, an absent parent may also become more involved in the raising of the child when paternity is established and financial support is provided.

- If appropriate, in jurisdictions where IV-A refers the client directly to IV-D for a separate interview, telling the client what information and documents should be brought to the interview.

- Explaining to the recipient that the first $50 in child support collected each month is distributed to the custodial parent without affecting eligibility for, or the amount of, the IV-A grant. Make sure that the applicant understands that any additional support collected will go directly to the State to reimburse the State for IV-A payments provided to the family. Also, should the amount of support collected exceed the amount of the IV-A grant, the IV-A grant would be terminated but child support services would be automatically continued for up to 5 months. After this 5-month period, IV-D services would continue without the need to reapply or pay any application fee, until the custodial parent requests that IV-D terminate the IV-D case.

- Ensuring that the applicant's responses are consistent. For example, if the absent parent occasionally visits or provides some support, or if the child is very young, the applicant may be able to provide the absent parent's address and/or employer information.

- Assisting the applicant in filling out the IV-D referral form. Explain the purpose of the form, what information is required, and how it will be used. This is especially important because some questions may ask about the applicant's marital history and other personal information important to the IV-D process. Also explain that providing complete and accurate information on the referral form is part of cooperating with IV-D.

- Using probe interviewing. Ask follow-up questions if the applicant says "I don't know" or "I don't remember." For instance, if the applicant doesn't know where the absent parent is working, the worker might ask:

  --Where did he work previously?

  --What kind of work did he do?

  --Does he belong to a union?

  --How does he get to work?

  --Does anyone ride to work with him?

  --What are his hours?

- If the client doesn't know the absent parent's Social Security Number, the worker may suggest looking for pay stubs, bank forms, tax returns, insurance or other records which may be at the home or in the possession of friends or relatives.

- Make sure the entire form is complete. Line through items that are not applicable or for which information is not available (or write N/A).

Activity: IV-A Information of Value to IV-D

Lead the following large group discussion:

Each state would have to determine whether the following lists are appropriate to its own program interface efforts. They are provided to serve as a point for discussion with the IV-A and IV-D agencies to decide their own categories and criteria.

- Explain that the most essential information that IV-D needs to open a case includes:
  - Information on the welfare or non-welfare family
  - Information on the absent parent
  - An executed assignment of support rights.

List items identified on flipchart.

- Ask participants to identify the most essential information on the applicant. Cover the following items:
  - Full name (and maiden name if relevant; this prevents creating duplicated files)
  - Social Security Number
  - Address
  - Telephone number
  - Children's names, ages, and dates of birth
  - The name of each child's father
  - The paternity status of each child
  - Client's relationship to child
  - Client's relationship to absent parent (critical to IV-D if paternity is a question)
  - Current or previous support orders (this is used to determine if legal action has taken place in a particular case; the name of the court where the order was issued is also important)
  - Previous welfare benefits.

List items identified on flipchart.

- Ask participants to identify the most essential information on the absent parent. Cover the following items:
  - Full legal name

- Social Security Number (this serves as a starting point in locating him/her)
- Last known address
- The last known employer, employer's address, and the type of work done (this information can be used to locate and to obtain a Social Security Number)
- If self-employed, in what type of trade he/she engages (this information could lead to possible subcontractors, clients, or wholesale supply houses who may deal with the absent parent)
- Work history and income
- Marital status
- Children's names, ages, and dates of birth
- Resources: bank accounts, real or personal property, and debts
- A physical description (height, weight, hair, and eye color, race,) and any distinguishing marks
- Whether or not the absent parent had a driver's license or owned an automobile
- Birthdate (if a true birthdate cannot be obtained, an approximate date will enable IV-D to access motor vehicle records to attempt to locate the absent parent)
- Whether or not the child's paternity had been acknowledged or adjudicated
- When possible, provide to the IV-D agency:
  - A document signed by the absent parent acknowledging paternity of child(ren) on IV-A

--Items such as birthday, holiday, or other cards/letters signed by the absent parent and addressed to the named child(ren) or mother of the child(ren) can be very useful when there is not a signed acknowledgement of paternity

- Whether or not the absent parent had contributed to the child's support
- History of payment of support (if the absent parent is making monetary support payments or if support is provided in another form, specify the amount or type of support)
- Whether or not the absent parent visits with the family and when
- Whether or not the absent parent has health insurance and, if so, the name of the company and policy number.

- Explain that additional information that is helpful in locating the absent parent includes:
  - Birthplace
  - Absent parent's education
  - Usual occupation and union affiliation
  - Copy of support order
  - Names and addresses of witnesses to absent parent's acknowledgement of paternity
  - Names and addresses of absent parent's parents, friends, relatives and frequently-visited establishments, such as favorite bars, restaurants, or recreation areas
  - Absent parent's assets, real estate, medical insurance and other benefits. Third party plans for medical expenses are an important aspect of the Department; a divorce order will usually stipulate if the absent parent has coverage on the child(ren). In the absence of a court order, the client should be questioned regarding family insurance coverage through the absent parent's employer

Military service dates, identification numbers, and duty station of absent parent.

- State that the client should also be asked to review such items as tax returns, insurance policies, checking account records, etc. With a good Social Security Number, IV-D can use such things as Federal Parent Locator, Military Locator, Federal or State Department of Motor Vehicles. The Social Security Number also allows IV-D to certify any child support debt to IRS or State tax department for the offset of any tax refund that the absent parent may be entitled to because of legal obligations to pay support exists.

- Stress that the accuracy, quality, and thoroughness of the information obtained on the referral form has a direct impact on how the case is processed by IV-D. Information about the circumstances of the absent parent and the relationship with the custodial parent and child can be very important to the outcome of the case and ultimately the financial security of the child.

- Explain that contact between the two agencies is, however, important throughout the life of the case. Each agency should communicate to the other any information it receives indicating a change in the status of the case. The following indicates that something has changed in the applicant's child support case and should be communicated by the IV-A agency to the IV-D agency.

  - The recipient requests to have the IV-A case closed or an unfamiliar person answers the phone when the worker calls the recipient. (This <u>might</u> mean the absent parent has returned to the home.)

  - The recipient becomes pregnant.

  - Children are added to, or removed from, the assistance unit.

  - The recipient's name or address changes.

  - The IV-A grant is terminated.

  - Other changes are made to the IV-A grant amount or family composition.

- State that Module IV will discuss how the IV-A child support case is processed and what IV-D's responsibilities are.

Activity: Identifying Mechanisms for Information Exchange

Handout III-8, IV-A/IV-D Interface Flowchart (first half)

Lead the participants through the following large group exercise:

- Ask participants to discuss what procedures are in place within the State for both programs to encourage and facilitate information exchange.
- List their ideas on the flipchart and have them explain how this works, clarifying roles and responsibilities.

This training aid is to assist the trainer in summarizing the module material and to encourage participant discussion.

- Distribute the first part of the IV-A/IV-D Interface Flowchart (Handout III-8). Review and discuss the information in this module.
- Ask participants to finish up the module by commenting on the Flowchart.

Activity: Summary of Module III

Lead the participants through the following discussion:

- Review the session's Goals and Objectives.
- Summarize the session by stating that IV-A's key responsibilities include referral, assignment of rights, determination of good cause, and cooperation.
- Explain the connection between the context of Modules II and III and the upcoming Module IV.
- Preview the next session by describing IV-D's responsibilities to IV-A.

MODULE IV

MODULE IV:	THE IV-A/IV-D INTERFACE PROCESS: IV-D's ROLE
Goal:	The goal of this module is to identify IV-D's role and responsibilities to IV-A.
Objectives:	▪ After a lecture presentation, participants will be able to explain IV-D responsibilities to IV-A to strengthen program interface. ▪ As a result of a participative lecture, participants will be able to describe how child support collection money is treated and how it impacts eligibility. ▪ Through a large group discussion, participants may identify the ongoing need for information exchange.
Methods:	Large group exercises, participative lecture
Equipment:	Slide or overhead projector, Handouts 5 and IV-1 through IV-5, Improving IV-A/IV-D Interface Handbook
Setting:	Large group
Time:	1 hour

INSTRUCTOR NOTES	TRAINING SEQUENCE
	Activity: Overview of Module IV
Handout 5, Goals and Objectives	**Refer participants to Handout 5, Goals and Objectives, and review for this session.**
	▪ Introduce the session by listing the major topics to be covered: – IV-D's roles and responsibilities in the interface process – An explanation of how child support collection money is treated and how it impacts eligibility – Identification of the ongoing need for information exchange.
	Activity: IV-D's Processing of the IV-A Case Referral
	Present the following lecture:
Remind participants that, in Module III, we discovered the roles and responsibilities of IV-A to IV-D. In this module, we will "turn the tables" and look at IV-D's responsibilities to IV-A.	▪ State that the child support enforcement worker must notify the IV-A worker promptly of any information which may affect the recipient's eligibility status or payment amount. Emphasize that failure to do so can result in payments to ineligible people, payments of incorrect amounts to eligible recipients, and quality control errors which may make the State subject to fiscal disallowances.
For additional information, refer participants to handbook discussion, IV-D's Processing of the IV-A Case Referral, beginning on page 27.	▪ Explain that the IV-A referral forms are screened by IV-D to determine which child support services are needed. Within each service category, cases may be assessed and prioritized by the IV-D agency based upon the information provided on the referral form: – In most States, the cases with the best potential are worked first. For example, if the service needed is absent parent location, cases with the best, most complete information about the absent parent are worked first.

- Cases in which the absent parent has acknowledged paternity or visits the child would receive a higher priority than those in which paternity was denied or there is little or no information provided.

- The Child Support Enforcement Amendments of 1984 (Public Law 98-378) made critical improvements to child support enforcement in four major areas:

  - States must improve their available enforcement techniques by passing legislation and implementing practices that have proved effective in other States (income withholding, liens, etc.).

  - Federal audits will measure program performance as well as compliance with the IV-D State plan requirements.

  - Interstate child support enforcement will be made more effective through the enactment and implementation of statutes providing for income withholding across State lines and through expedited processes.

  - States will be required to provide child support enforcement services equally to welfare and nonwelfare families.

- The 1984 Amendments were passed in an effort to strengthen child support services.

Overview of Child Support Services

Handout IV-1, Sample IV-D Questionnaire

Handout IV-2, Overview of Child Support Services

You may wish to use slides or overhead projector to provide overview of IV-D services. You should emphasize what, how, and when information is exchanged between the two agencies.

- Intake - Once the IV-D agency receives the appropriate forms from the welfare agency, a case record must be established. This intake function consists of compiling the data received from the welfare agency along with other available IV-D information. The information required to open a case was presented in Module III. If the information on the referral form is incomplete or inaccurate, the custodial parent will have to be interviewed by a IV-D caseworker. The intake interview is also an opportunity to provide information on the IV-D services to the custodial parent, since this individual probably will be the primary contact for the case.

- Absent Parent Location - Under Federal law, the IV-D agency is charged with locating parents and alleged fathers who are not financially supporting their children. This often-needed service is the most difficult to provide. It is also the one upon which all others are dependent. If the absent parent's whereabouts are unknown, he or she must first be located before other services can proceed. Because the primary source of locate information usually is the caretaker parent, he or she will be asked to provide such information. Again, the most crucial locate data is the individual's name and Social Security Number--it forms the basis for locating absent parents through computerized sources. A number of Federal, State, and local locate techniques are used.

  IV-D should notify IV-A if they acquire the following information:

  - The recipient and absent parent live together
  - The children begin to live with the absent parent or elsewhere. (In some cases children because of a joint custody decree may live temporarily during the summers or other periods with the absent parent.)

- Paternity Establishment - Paternity must be established in order to obtain a child support order. Therefore the following questions must be answered: Has paternity been established by court judgment after either voluntary acknowledgement or blood test? If not, has the mother tried to have paternity established before? What is the marital status of the parents? If parents are or were married, paternity is presumed. In cases involving children born out of wedlock, the current relationship between the absent parent and the child and the amount of support currently being paid or paid in the past is important. The custodial parent should be asked about the alleged father's willingness to admit paternity and to provide financial support for his child.

If an alleged father denies paternity or is unsure, paternity testing is conducted to establish or disprove the relationship. Through the use of genetic testing, a 99 percent exclusionary test can result in a determination of "non"-paternity for an alleged father. Concurrently, scientific testing can result in up to a 97 percent probability of a man's paternity. While statistical estimates of plausibility, or inclusionary evidence, are not accepted as widely throughout the court system as determinations of exclusion are, these estimates are extremely reliable. In particular, when considered with other evidence of relationship genetic evidence of this kind can turn an essentially subjective determination into a far more objective and verifiable proceeding. Once paternity has been established, the case is transferred as an enforcement case. The IV-D agency should also notify the IV-A agency of the outcome of the case.

- Support Obligation Establishment - Once paternity has been established, the IV-D agency must determine whether a legally binding support obligation exists or if one must be established. If one does exist, a copy of the order or information as to where one may be obtained is needed; i.e., where was the order established and what are its conditions?

  If an order does not exist, the IV-D agency must determine how much financial support an absent parent should be required to pay. There are two major considerations in doing so:

  - The financial needs of the child(ren)
  - The absent parent's ability to provide support.

  Once the agency has completed its investigation of the absent parent's financial situation, the information is used to recommend a support amount to obtain a legal support order for the IV-D agency (on behalf of the State, the caretaker parent, and the child). This is accomplished either by initiating court action or through expedited judicial processes depending on the specific State's procedures. A legally enforceable obligation is crucial to collecting support. For example, if the absent parent does not pay, the support order can be used as evidence for compliance.

The IV-D agency should notify the IV-A agency if the recipient has remarried. (Even if the step parent is not legally responsible for supporting the children, the step parent's income may have to be considered in determining the grant amount.)

- Support Enforcement - Technically enforcement begins only after the absent parent has defaulted in meeting the required payments under an established support order. At this point, the IV-D agency must initiate actions to collect the delinquent payments. The enforcement techniques used are varied and depend on the State's policies and the circumstance of the individual case. Enforcement techniques may include such measures as wage withholding, liens, tax refund intercepts, and posting security, bond, or other guarantees.

This discussion explains the general concepts of collection and distribution to give the participant a basic understanding of the process and an appreciation of its complexity. Because the details of the process differ from State to State, this discussion must be supplemented with specific State policies and procedures to be relevant in a particular instance.

- Collection and Distribution - The IV-D agency must notify the IV-A worker as soon as possible but no more than 30 days after the end of the month of collection amounts on the child support obligation for that month. The IV-A worker is required, based on this information, to redetermine the recipient's eligibility no later than the second month after the month in which the collection is made. If the family is determined to be ineligible, IV-A will notify IV-D to redirect support payments to the family. Make the following points:

  Support monies received on pending IV-A cases must be reported to the Eligibility Worker. In turn, these monies are considered as income against the IV-A grant.

  Support monies received on active IV-A cases must be turned over to the IV-D program. They cannot be kept by the IV-A recipient applicant. In turn, these monies are not considered as income against the IV-A grant.

  When the IV-A recipient refuses to turn the money over to the State, it is then treated as income against the IV-A grant.

IV-D must notify and provide the IV-A agency with substantiating evidence of the applicant's or recipient's failure to cooperate in obtaining support. As mentioned, upon notification by IV-D, IV-A must take action to enforce the cooperation requirement, unless there is a good cause for not cooperating.

If the recipient/applicant fails to cooperate in reporting and remitting support monies, noncooperation sanctions must be taken.

IV-D should notify IV-A if the recipient is receiving child support directly and if he or she may be receiving assistance fraudulently (e.g., he or she appears to be concealing income).

Handout IV-3, Identify the IV-D Program Functions (Optional Training Activity)

Identify the IV-D program functions. The trainer can review IV-D program functions by guiding a discussion whereby participants fill in the blanks when asked to relate a series of job tasks to a IV-D function.

Handout IV-4, Collecting and Distributing Child Support Payments

For additional information, refer participants to handbook discussion, Collecting and Distributing Child Support Payments, beginning on page 32.

Collecting and Distributing Child Support Payments

- The child support collection and distribution functions generally consist of the following activities: collecting child support payments; matching these payments to the correct cases; distributing the IV-A benefits and disbursing the non IV-A child support collections; billing the absent parent; and monitoring the payments made on each case.

- In many child support enforcement agencies, these functions are handled by a special unit of workers whose duties may include the following:

  Receipt of payments
  Matching payments to cases and absent parent accounts
  Posting or crediting payments to the accounts
  Distributing and disbursing funds
  Accounting for all funds received and disbursed
  Preparing and sending Monthly billing notices
  Preparing and sending delinquency notices
  Maintaining all payment records
  Preparing reports.

- Method of Payments - Court and administrative orders to pay child support often include explicit information about the method of payment. Although the particulars vary, most absent parents submit their payments either to the court where the order was obtained or the agency through which enforcement and collection actions were taken.

  As a result, the absent parent becomes financially liable for the expenses a State incurs in providing public assistance to his or her children.

  Most child support payments are received in the form of money order, personal check, or certified cashier's check. However some agencies accept cash payments presented in person to the court cashier or child collections specialist. Other States have begun accepting credit card payments, which can be taken over the phone.

- Processing of Payments - Payments must be clearly identified. One method is to use the absent parent's Social Security Number as an account number, which works well unless the absent parent is obligated to more than one support order. In these cases, more information is required to ensure proper credit for payments.

  If the absent parent makes one undesignated payment and the payment is insufficient to cover all court orders in full, the payment is usually attributed equally to all obligations.

  After the amount of the required monthly obligation has been computed and the order(s) it belongs to identified, then amounts received for that case for the entire month are separated into amounts that represent payment of the required monthly support obligations for the current month and amounts that represent payments on the support obligation for prior periods (if any excess amounts are collected).

  There may be infrequent occasions when payments are received that the absent parent does not owe. In such cases, the payments are labeled invalid and are returned to the absent parent with an explanation. The case is then closed.

- Recording and Reporting of Payments - A record of all support payments is maintained that shows when payments were made, the amounts of payments, the method of payment (e.g. wage withholding, garnishment, personal check) and any arrearages that have accumulated. Because these records are critical to the enforcement of obligations, they should be updated regularly. Information on payments must be forwarded to the IV-A worker.

Provide an overview of how the distribution process works in your State, emphasize how and when distribution occurs, make the following points. The distribution of payments is a complex process. The method depends on whether the absent parent's child is currently receiving IV-A benefits.

- Distributing Child Support Payments - The child support agency notifies the State IV-A agency when support is collected on a IV-A case. The IV-A agency reviews the information to determine if the family continues to be eligible for IV-A payments.

  If a IV-A case is closed, collection efforts will continue to be made by the agency and payments received will be transferred to the family for 5 months. After that time, the absent parent is required to pay support directly to the family, unless the custodial parent authorizes the IV-D agency to continue collection efforts.

  It is often in the best interest of the custodial parent to allow the agency to continue receiving and distributing collections; this process ensures a documented payment history, which could be used later in court or administrative enforcement actions.

Activity: The $50 Pass-Through

Present the following lecture:

- State that: Section 457(b)(1) of the Social Security Act provides that the first $50 of the total support obligation owed to the family and collected represents payments on current support obligations to be paid directly to the IV-A family without any reduction in benefits. This provision of the law is intended to encourage the family to assist the State child support agency in the collection of child support payments through providing current information on the whereabouts of the absent parent or other data helpful for collection purposes.

- Illustrate how this process works in your State. The following hypothetical case can be used as an example.

  A mother with two children applied for assistance. If the eligibility conditions are met, the family would receive public assistance payment under the State's IV-A program.

  Assume that this family's IV-A payment amounted to $350 per month and that the absent parent had a support obligation of $100 per child or $200 per month. Distribution would occur as follows:

  The family receives $50, while the balance of $150 is used to reimburse the State for assistance paid to the family. From this $150, the IV-D agency determines the Federal's share so the IV-A agency can reimburse the Federal Government to the extent of its participation in financing the assistance payment.

Activity: IV-A/IV-D Interface Flowchart

Handout IV-5, IV-A/IV-D Interface Flowchart (second half)

This exercise is to reinforce the learnings of roles/responsibilities of one agency to another as outlined in Modules III and IV. For this exercise, keep the large group together.

State trainers may wish to use the flowchart provided or chart their own, based on their own State's processing.

Lead the following large group exercise:

- Refer back to the IV-A/IV-D flipchart compiled in Modules I and III. Go over the perceptions in each category and in each exercise, requesting that participants describe or explain how their perceptions regarding each agency and its functions have or have not changed.

- Provide the IV-A/IV-D Interface Flowchart, explaining that this flowchart points to places where the IV-A and IV-D agencies intersect. Use the flowchart as an illustration of the need for efficient interface.

Activity: Summary of Module IV

Lead the participants through the following discussion:

- Review the session's Goals and Objectives.

- Summarize that the IV-D program services include intake, locate, paternity establishment, enforcement, and collection/distribution.

- Preview the next session by explaining that it will highlight successful interface techniques used in other jurisdictions.

MODULE V

MODULE V:	STRATEGIES FOR IMPROVING INTERFACE
Goal:	The goal of this module is to identify management strategies for improving program interface
Objectives:	▪ Through a large group discussion, participants will be able to describe State IV-A and IV-D management practices and assess their application to current operations. ▪ Through a lecture and a brainstorming session, participants will be able to identify methods/tools for improving program interface in their state. ▪ Through an action planning exercise, participants will be able to plan a program interface improvement for implementation in their state.
Methods:	Participative lecture, Action Planning exercise
Equipment:	Flipchart, easel, felt tip markers, Handouts 1, 5 and V-1, Improving IV-A/IV-D Interface Handbook
Setting:	Large and small group
Time:	1.5 hours

INSTRUCTOR NOTES	TRAINING SEQUENCE
	Activity: Overview of Module V
Handout 5, Goals and Objectives	**Refer participants to Handout 5, Goals and Objectives, and review for this session.** ▪ Introduce the session by listing the major topics to be covered: - State management improvements - Strategies for improving program interface.
	Activity: Perceptions Reclarification
The purpose of this activity is to process the following two dynamics of the training: ▪ To track whether perceptions have changed regarding the agency ▪ To ensure that any hostilities about the other agency are minimized by the end of training. Thus, it is crucial for participants to identify in their drawing what effective interface would look like and what mechanisms exist.	**Lead the participants in the following exercise:** ▪ Refer the participants back to their original group where they did the original drawing of how they perceived their relationship with the other agency. ▪ Ask them now to draw the picture illustrating an effective and successful program. ▪ Ask them to identify the mechanisms for effective exchange that exist in their own programs. ▪ Upon completion of the drawing, ask participants to stay in their groups and discuss why they drew the picture they did. ▪ Discuss with participants why these new perceptions now exist. ▪ State, by way of transition, that the next discussion will underscore steps taken by States to create their own picture of effective interface.
	Activity: Selected State Management Improvements
	Provide an overview of the following: ▪ Consolidated services. Many states have discovered that locating the IV-A and IV-D agencies in the same building or even in the same town permits better coordination and interface.

In Florida, the model of consolidation has been expanded to the State's entire social service program. The goal of consolidation is to treat a family and its problems as a whole:

> The IV-A applicants now fill out one form which determines if they need other services from the DHHS.
>
> Under the plan of consolidation, at least one cluster service group, called a service center, operates in each county.
>
> To facilitate case information exchange, a communication form noting changes in a case is completed and exchanged. When an applicant applies for services, an absent parent form is completed by IV-A and is sent to IV-D to begin location efforts.
>
> All new workers receive eligibility training and IV-D staff are invited to all IV-A quarterly meetings to stay current on agency developments.

- Establishment of IV-D interviewer to conduct onsite interviews of custodial parent. Arizona initiated a pilot program, now 3 years old, establishing a IV-D interviewer position responsible for onsite interviewing of the custodial parent. This was in response to the need to enhance the method by which necessary child support enforcement information was obtained from IV-A applicant/recipients.

  Both agencies agreed to implement this pilot. The interviewer is located in a local IV-A office in counties where IV-D offices are established.

  The following benefits were realized:

  > Decreased time to focus efforts in other needed IV-A areas.
  >
  > Reduced the "expertise" required of Eligibility Workers in various programs.
  >
  > Availability of an immediate IV-D information resource, the IV-D Interviewer.

Decreased the number of times a IV-A Applicant/Recipient would be required to appear for interviews.

Reduced Eligibility Worker interview time by at least 25 to 30 minutes per client.

- Electronic Funds Transfer. Banks are helping States disburse public assistance and child support payments faster, more accurately, and more safely through Electronic Funds Transfer (EFT). Needy families receive payments sooner and the community and the taxpayer benefit as well. EFT usage by IV-A and IV-D agencies can affect the ways these programs share information. As IV-A and IV-D programs take advantage of automated mechanisms to transfer grants and child support payments, they should consider automating the reporting of grant and support information needed by their counterpart agency as part of this process.

- Automated Systems Interface. With the availability of enhanced Federal matching, in the last 5 years most States have begun the process of automating the case management functions of their IV-A and IV-D programs. This automation gives both programs a unique opportunity to share better and more timely information for case initiation and control, and for responding to the information needs of the people the programs serve. On an individual case level, this interface begins with the referral of a IV-A case for IV-D services and includes the continual exchange of information between the programs on case activity and changes that could affect IV-A eligibility and IV-D case status. The interface should also be capable of transferring accurate and complete child support collection data from the IV-D agency to the IV-A agency for recomputation of grants to recipients, where necessary.

- Compatible Recordkeeping Systems. Automation also imposes some unique challenges to the sharing of information between the IV-A and IV-D programs. Data must be transmitted in a format that each system recognizes and accepts, and transmission of the data must be merged with other automated processes in each system for managing cases.

Many systems designed today use an interactive, on-line mode. Caseworkers can directly "interact" with the system by making inquiries and updates to cases through terminals on their desks, and all of the data and software necessary is "on-line", or immediately available in the host computer so that the system can respond instantly to the caseworker-initiated action. Meeting the challenges for timely and accurate exchange of data is especially difficult in those States in which the FAMIS and child support enforcement on-line systems maintain separate databases, often with different database management systems, and sometimes on incompatible computer equipment and telecommunications networks.

- Checking for Fraud. New Mexico has developed a system of reporting collection amounts which reduces the possibility of worker error and which checks for possible fraud. Generally, in States with an automated interface, the amount of child support collected is reported to the IV-A caseworker, who enters the data into the system. If the support amount renders the case or a recipient ineligible, the system takes the appropriate action. This manual intervention by the caseworker could result in an overpayment of IV-A benefits (and a possible quality control error) if action is not timely and accurate.

  In New Mexico, the amount of current support reported by the IV-D agency is used to automatically recompute financial eligibility. If the system determines that the case or a member in the case is ineligible based on the new amount of child support, the appropriate action is taken automatically and an automatic notice of case action is generated. The eligibility worker is notified of the intended case action the next day.

Activity: IV-A/IV-D Interface Improvements

Lead the following large group discussion:

- State that grants in FY 1987 funds were awarded under section 1115 of the Social Security Act for demonstration projects to begin October 1, 1987 in the following States:

- California. For the "Madera County Automated Date Exchange (MAX)." To develop and test a shared automated data exchange for increasing the timely exchange of data between the IV-A and IV-D agencies.

- Illinois. For the "Illinois IV-A/IV-D Coordination Demonstration." To test the effectiveness of initiating child support activities during the IV-A intake process, to assess the feasibility of integrating those activities with an automated IV-A intake process, and to determine the extent to which co-location of IV-A and child support staff increases the number of IV-A applicants denied assistance who elect to use child support services.

- Maryland. For the "Demonstration to Improve Custodial Parent Cooperation." To test the transfer of responsibility for the IV-A custodial parent and good cause determination from the IV-A to the IV-D agency. (Waivers of Social Security Act provisions were granted under section 1115 of the Act to permit the transfer of responsibility.

- Nebraska. For the "Nebraska IV-D Intake and Phone Collections Project." To test a plan for having child support workers conduct a separate interview of IV-A applicants to assess the effects of the separate interview procedures on non-cooperation, good cause, and child support assignment. To test also the use of telephone contacts with non-custodial parents, before approval of IV-A benefits, to determine whether such calls result in more timely case actions, in cost avoidance and administrative cost savings, and in improved worker efficiency.

- Explain that, although FY 87 funds for Interface projects have been expended, States may apply for "waiver only" demonstration project approval under section 1115. All section 1115 projects must have a formal evaluation.

- Emphasize that States may develop pilot projects in conjunction with FSA Regional Offices to test the feasibility of the above techniques, with the exception of transfer of responsibility for non-cooperation and good cause determinations because this transfer does require section 1115 waivers. States are also encouraged to ask for this waiver. Pilots do not require section 1115 waivers and are not subject to the reporting and evaluation requirements of demonstrations.

- State that FSA will seek to identify replicable procedures and products for dissemination from both the demonstrations and pilots.

Activity: Creating Management Improvement Strategies

Flipchart, felt tip pens, pad

Lead the following exercise:

- State that the effectiveness of both programs is enhanced by improved interface. Coordination between the two programs must take place at all levels, including top and middle management.

- Emphasize the point that this can be best achieved if both agencies work out joint solutions to communication problems.

Allow 15 minutes for brainstorming. Brainstorming works best with fifteen or fewer participants. Should your audience be larger, separate participants into subgroups.

- Have participants brainstorm a list of management improvement efforts that can enhance IV-A/IV-D interface.

Brainstorming focuses attention on a preselected topic (IV-A/IV-D interface improvements) where participants spontaneously present ideas without being evaluated. The goal is to generate as many ideas as possible within the allotted time.

As trainer, write everyone's ideas on the flipchart; making sure not to verbally or non-verbally communicate like or dislike of an idea.

- Cover the following practices (if not already listed):

  Establishment of joint IV-A and IV-D meetings to discuss procedures and resolve difficulties

  Establishment of a IV-A/IV-D liaison mechanism to serve as a contact point and resource for both programs

  Establishment of performance standards (e.g., specific time frames for responses to referrals, completeness of referral forms, etc.)

A list of recommended actions can be developed for submission to management if participants are caseworkers.

This list of improvements will be used in the Action Planning Exercise.

- Provisions of joint and periodic training/forms training

- Inclusion of procedures and forms in one another's manuals

- Provision of reference materials: a desk guide for IV-A/IV-D information exchange, a glossary of terms, pamphlets or other introductory materials for use by caseworkers and clients

- Coordination of IV-A/IV-D policy and procedure

- Publication of both agencies' services, both interagency and to recipients

- Development of specialized co-training of agency supervisors

- Standardization and creation of dual agency forms.

Activity: Action Planning

Lead the following exercise:

- State that this exercise is to implement those management tools/strategies that can be realistically implemented.

  Explain that Force Field Analysis is a general-purpose, diagnostic, and problem-solving tool. It can be applied to both individual and organizational issues; it can be used in isolated problem solving efforts or as part of an overall program of management by objectives and results.

State that, in any situation, there are forces (driving) that push for change as well as forces (restraining) that hinder change. If the forces offset one another completely, we have equilibrium and status quo. Change can only occur by increasing the driving forces or reducing the restraining forces. The latter approach is often more fruitful, because to increase driving forces without attention to restraining forces may raise pressure and tension in the system to the point where creative problem solving becomes impossible. This approach facilitates inclusion of a wide variety of factors: technical, structural, and psychosocial (values and feelings, for example). It is particularly important to anticipate antagonism that is likely to be aroused in the implementation of planned change. Accurate assessment will allow creative leadership to cope with hang-ups at the feeling level.

Flipchart, felt tip pens, and pad.

In a large group exercise, illustrate the use of force field analysis by selecting one of the IV-A/IV-D improvement items from the brainstorming exercise using the following steps:

- Step 1. Select a specific, relatively short-run goal.

- Step 2. Redefine the goal as a problem in terms of current condition and desired condition. Include as much detail or flavor as possible. Remember, a problem well defined is half solved.

- Step 3. Using the force field framework, list as many driving and restraining forces as you can. Brainstorm; do not evaluate at this stage; push for quantity of ideas; check for quality later.

- Step 4. Review the two lists and eliminate those forces over which you have little or no control. Rank the others according to priority, noting with an asterisk (*) those factors or forces that are particularly important at this time for this problem. Typically there will be at least one and maybe as many as three stand-out items.

- Step 5. For each restraining force that you have noted, list as many actions as possible that could help to reduce or eliminate its effect. Push for quantity of ideas; again, do not evaluate at this stage; check for quality later.

- Step 6. For each driving force that you have noted, list as many actions as possible that could help to increase its effect. Again, push for quantity of ideas and do not evaluate at this stage.

- Step 7. Review all the possible action steps you have generated in Steps 5 and 6. Evaluate them for quality in terms of possible effectiveness and feasibility. Without getting too detailed, you can do a cost/benefit analysis for each action step. Note the most promising actions with an asterisk.

- Step 8. List each of the most promising action steps and think about implementing them. In each case, indicate the resources needed, such as people, money, time, materials, etc. Are they available? If so mark the action step with a check; if not, mark the action step with a dash and note the discrepancy.

- Step 9. You now have a number of bits and pieces of a comprehensive, integrated plan for closing the gap between the current and desired conditions. Reflect on the potential action steps. Can resource-availability problems be solved readily? If so, specify how; if not, you may have to eliminate the potential action step, or at least give it a low priority. Do all the actions fit? Eliminate or adjust those that do not fit; add any that are needed to complete a comprehensive plan. Develop a time schedule for the sequence of action steps, and establish deadlines for future reference and control.

- Step 10. You now have an action plan for achieving a specific objective (desired condition). How will you know when you've been successful? What measures of performance will you use? How will you follow up during the time period covered by this action plan?

- Step 11. Implement your plan and follow up.

- Summarize the exercise by stating that this exercise has provided participants with an opportunity to plan organizational activity. The first phase involves goal setting in order to determine the results to be achieved. The concept of a problem as a gap between current and desired conditions or actual and expected results is emphasized. Recognition of such gaps touches off a problem-solving process that includes diagnosis and action planning. The diagnosis/analysis phase involves generating creative alternatives and evaluating them in order to determine the best course of action.

  Evaluation of tentative solutions includes anticipating potential consequences, determining the resources required to implement them, and developing an integrated approach that identifies personal or organizational responsibility, recognizes interdependence of individuals and subunits, and prescribes an appropriate sequence of activities.

Activity: Individual Action Planning

Lead the following exercise:

Handout V-1, Force Field Analysis Worksheet

If the groups have both IV-A and IV-D participants, have them pair up if appropriate. This serves as an opportunity to do team-building.

- Divide participants into dyads. Instruct participants to identify a IV-A/IV-D improvement that they can plan for implementation in their State using Handout V-1, Force Field Analysis Worksheet.

- Ask each group (or as many as time allows) to present their action plan to the entire group for discussion.

Activity: Summary of Module/Course

Lead the following discussion:

Handout 5, Goals and Objectives

- Review the entire course and the perception chart made in Module I. Did perceptions change? If so, how?
- Remind participants that this course is just a beginning in improving IV-A/IV-D interface. Enhancing the process depends on participants implementing what they have learned at this training event.

Handout 1, Overall Evaluation Form

- Request that participants complete the evaluation form. Suggest that the evaluations will be used to refine and improve this course.

HANDOUTS

HANDOUT I: OVERALL EVALUATION FORM

(1) Course: **Improving IV-A/IV-D Interface**

(2) Date: _____
Year Month Day

(3) Location: _____
City State

(4) Trainer: _____

(5) Course Presented at (check one):
_____ Agency facility
_____ Other (e.g., hotel): _____

I. BACKGROUND INFORMATION

(6) Job Title: _____ Agency: _____

(7) How many years of IV-A or IV-D experience do you have?

_____ Less than 1 year
_____ 1-3 years
_____ 4-6 years
_____ 7 years or more

What interface functions do you perform (Check all that apply.)

(8) _____ Training on interagency interface
(9) _____ Work on task force groups directed towards interface
(10) _____ Referral, locate, collections, and distribution
(11) _____ Work on automated/computerized system
(12) _____ Evaluating interface programs
(13) _____ Other: _____

If you conduct IV-A/IV-D training, what kinds of training do you conduct?

(14) _____ One-on-one
(15) _____ Agencywide
(16) _____ Small group
(17) _____ Large group
(18) _____ Statewide
(19) _____ Other: _____

(20) What percent of your time do you spend on interface activities per week?

_____ less than 20%
_____ 20-49%
_____ 50-79%
_____ 80% or more

What other, if any, interface training have you received? (Please check all items that apply.)

(21) _____ On-the-job training
(22) _____ College courses
(23) _____ State-sponsored training
(24) _____ CSE conferences, workshops, seminars
(25) _____ Other: _____
(26) _____ None

(27) Have you taken other courses offered by NICSE?

_____ Yes _____ No

If yes, which ones have you taken? (Please check all items that apply.)

(28) _____ Advanced Management Strategies
(29) _____ Effective Enforcement Techniques for Child Support Obligations
(30) _____ Paternity Establishment
(31) _____ Negotiation Skills for Child Support Workers
(32) _____ Essentials for Attorneys in Child Support Enforcement
(33) _____ Training Child Support Enforcement Personnel
(34) _____ Managing Change
(35) _____ Interviewing Skills

II. COURSE OBJECTIVES

The statements presented below are related to the objectives of each module in this course. Please read them carefully and indicate the extent to which they are accurate for you.

Objectives	Very Satisfied (6)					Very Dissatisfied (1)
Module I: The Need for IV-A/IV-D Interface						
(36) Upon completion of this module, I was able to explain the purpose and goals of both the IV-A and IV-D programs and what they have in common.	6	5	4	3	2	1

(37)	Upon finishing the module, I was able to identify the legal requirements for coordination and cooperation.	6	5	4	3	2	1
(38)	Upon completion of a small group exercise, I was able to identify the benefits of coordination and cooperation.	6	5	4	3	2	1
	Module II: Overview of the State IV-A and IV-D Programs						
(39)	Upon completion of this module, I was able to explain how the State's IV-A and IV-D programs are organized and operate.	6	5	4	3	2	1
(40)	After a group discussion and exercise, I was able to understand the need for cooperation between the two agencies.	6	5	4	3	2	1
(41)	As a result of a large group discussion, I was able to explain the responsibilities and services of IV-A and IV-D.	6	5	4	3	2	1
	Module III: The IV-A/IV-D Interface Process: IV-A's Role						
(42)	After a small group exercise, I was able to describe IV-A's role and responsibilities to IV-D workers in strengthening program interface.	6	5	4	3	2	1
(43)	After a lecture presentation, I understood the assignment of support rights, the cooperation requirements, and how good cause is determined.	6	5	4	3	2	1
	Module IV: The IV-A/IV-D Interface Process: IV-D's Role						
(44)	Upon completion of this module, I was able to explain IV-D's roles responsibilities to IV-A workers to strengthen program interface.	6	5	4	3	2	1
(45)	After a participative discussion, I was able to describe how child support collection money is treated and how it impacts eligibility.	6	5	4	3	2	1
(46)	As a result of a large group discussion, I was able to identify the ongoing need for information exchange	6	5	4	3	2	1

Module V: Strategies for Improving Interface

(47)	Upon completion of this module, I was able to identify methods/tools for improving program interface in their state.	6	5	4	3	2	1
(48)	After a brainstorming session, I was able to describe IV-A and IV-D best practices and assess their application to current operations.	6	5	4	3	2	1

III. COURSE CONTENT

Please indicate your level of satisfaction with the information presented and exercises conducted within each of the course's content areas.

	Content Areas	Very Satisfied (6)					Very Dissatisfied (1)
	Overview/Introduction						
(49)	▪ Sufficiency (quality and volume) of information	6	5	4	3	2	1
(50)	▪ Relevancy of information to your needs	6	5	4	3	2	1
(51)	▪ Quality of warm-up interview exercise	6	5	4	3	2	1
	Module I: The Need for IV-A/IV-D Interface						
(52)	▪ Sufficiency (quality and volume) of information	6	5	4	3	2	1
(53)	▪ Relevancy of information to your needs	6	5	4	3	2	1
(54)	▪ Quality of exercises (Perception Clarification and Brainstorming Exercise)	6	5	4	3	2	1
	Module II: Overview of the State IV-A and IV-D Programs						
(55)	▪ Sufficiency (quality and volume) of information	6	5	4	3	2	1
(56)	▪ Relevancy of information to your needs	6	5	4	3	2	1
(57)	▪ Quality of exercises (Broken Square and quiz)	6	5	4	3	2	1

Module III: The IV-A/IV-D Interface Process: IV-A's Role

(58)	▪	Sufficiency (quality and volume) of information	6	5	4	3	2	1
(59)	▪	Relevancy of information to your needs	6	5	4	3	2	1
(60)	▪	Quality of exercises (Roles and Responsibilites, Good Cause Self Quiz, Soliciting Information, and large group)	6	5	4	3	2	1

Module IV: The Interface Process: IV-D's Role

(61)	▪	Sufficiency (quality and volume) of information	6	5	4	3	2	1
(62)	▪	Relevancy of information to your needs	6	5	4	3	2	1
(63)	▪	Quality of exercise (IV-A/IV-D Flowchart)	6	5	4	3	2	1

Module V: Strategies for Improving Interface

(64)	▪	Sufficiency (quality and volume) of information	6	5	4	3	2	1
(65)	▪	Relevancy of information to your needs	6	5	4	3	2	1
(66)	▪	Quality of exercises (Brainstorming and Force Field Analysis)	6	5	4	3	2	1

IV. TIME ALLOCATION

Please indicate your opinion on the amount of time devoted to each of the course topics.

	Topic	Too Much Time (3)	Just Right (2)	Too Little Time (1)
(67)	Overview/Introduction	3	2	1
(68)	Module I: The Need for IV-A/IV-D Interface	3	2	1
(69)	Module II: Overview of the State IV-A and IV-D Programs	3	2	1

(70)	Module III: The IV-A/IV-D Interface Process: IV-A's Role	3	2	1
(71)	Module IV: The IV-A/IV-D Interface Process: IV-D's Role	3	2	1
(72)	Module V: Strategies for Improving Interface	3	2	1

V. **TRAINING ASPECTS**

	Aspects	Very Satisfied (6)					Very Dissatisfied (1)
	Training Staff						
(73)	Knowledge of subject matter	6	5	4	3	2	1
(74)	Ability to lecture	6	5	4	3	2	1
(75)	Ability to organize and to conduct and process small group exercises	6	5	4	3	2	1
(76)	Ability to respond to participant questions	6	5	4	3	2	1
(77)	Ability to summarize course material	6	5	4	3	2	1
(78)	Ability to make transitions between topics	6	5	4	3	2	1
(79)	Overall performance	6	5	4	3	2	1
	Training Aids						
(80)	Handbook	6	5	4	3	2	1
(81)	Handouts	6	5	4	3	2	1
(82)	Transparencies	6	5	4	3	2	1
(83)	Exercises	6	5	4	3	2	1

(84) What were the most useful aspects of this course?

(85) What were the least useful aspects of this course?

(86) What improvements could you suggest for this course?

(87) Other comments:

Name: _____
(optional)

HANDOUT 2: PRODUCT-USER EVALUATION FORM

YOUR RESPONSES TO THE FOLLOWING QUESTIONS WILL ASSIST US IN PRODUCING PUBLICATIONS WHICH ARE RESPONSIVE TO THE NEEDS OF THE CHILD SUPPORT ENFORCEMENT FIELD.

1. Indicate your assessment of the material contained by rating the following items (Circle the number which represents your opinion; 6 being high and 1 being low).

   a) Clarity of the information presented (i.e., was the language clear and easy to understand; were the major concepts easy to identify?)

   Very Clear 6 5 4 2 1 Not Very Clear

   b) Sequence in which topics were discussed

   Very Logical 6 5 4 2 1 Not Very Logical

   c) Usefulness of information

   Very Useful 6 5 4 2 1 Not Very Useful

   d) Relevancy of information provided to your work needs

   Very Relevant 6 5 4 2 1 Irrelevant

2. Please rate the overall quality of this document.

   Excellent 6 5 4 2 1 Poor

3. How do you plan to use the material? (Check all that apply.)

   _____ Reference
   _____ Develop new procedures
   _____ Adapt current procedures
   _____ Share information with staff
   _____ Training
   _____ Education
   _____ Personal interest
   _____ Other; (please specify)
   _____ Locate and contact other jurisdictions

4. What parts of the publication were of most value to you, and why?

5. What parts of the publication were of least value to you, and why?

Please return to instructor at the end of training.

HANDOUT 3: SUGGESTED TRAINING AGENDA

Day One

9:00 - 10:15	Welcome and Introductions/Course Overview
10:15 - 10:30	Break
10:30 - 12:00	Module I: The Need for IV-A/IV-D Interface
12:00 - 1:00	Lunch
1:00 - 2:45	Module II: Overview of the State IV-A and IV-D Programs
2:45 - 3:00	Break
3:00 - 4:15	Module III: The IV-A/IV-D Interface Process: IV-A's Role
4:15 - 4:30	Summary/Evaluation

Day Two

9:00 - 10:30	Module III (continued)
10:30 - 10:45	Break
10:45 - 12:00	Module IV: The IV-A/IV-D Interface Process: IV-D's Role
12:00 - 1:00	Lunch
1:00 - 2:45	Module IV (continued)
2:45 - 3:00	Break
3:00 - 4:00	Module V: Strategies for Improving Interface
4:00 - 4:30	Course Wrap-up and Course Evaluation

HANDOUT 4: WARM-UP INTERVIEWS

Select an individual that you do not know, and ask him or her the following questions. After 5 minutes, alternate conducting the interview. You will introduce this individual to the large group based on the information you have obtained.

1. Name.

2. Place of employment and area(s) of responsibility.

3. Description of a "typical day" in your office and at your job.

4. What barriers do you believe hamper the interface process?

5. Expectations of the course.

6. Interviewee's choice of an adjective which best describes self.

HANDOUT 5: GOALS AND OBJECTIVES

MODULE I: THE NEED FOR IV-A/IV-D INTERFACE

Goal: The goal of this module is to establish the need for IV-A/IV-D coordination and cooperation.

Objective: Upon completion of this module, I will be able to explain the purpose and goals of both the IV-A and IV-D programs and what they have in common.

Objective: Upon completion of this module, I will be able to identify the legal requirements for coordination and cooperation.

Objective: Upon completion of a small group exercise, I will be able to identify the benefits of coordination and cooperation.

MODULE II: OVERVIEW OF THE STATE IV-A AND IV-D PROGRAMS

Goal: The goal of this module is to provide participants with an understanding of IV-A and IV-D State organization and operation.

Objective: Upon completion of this module, I will understand the need for cooperation between the two agencies.

Objective: Upon completion of this module, I will be able to explain how the State's IV-A and IV-D programs are organized and operate.

Objective: As a result of a large group discussion, I will be able to explain responsibilities and services of IV-A and IV-D.

MODULE III: THE IV-A/IV-D INTERFACE PROCESS: IV-A'S ROLE

Goal: The goal of this module is to explain to IV-D workers IV-A's roles and responsibilities in the interface process.

Objective: Upon completion of this module, I will be able to describe IV-A's role and responsibilities to IV-D workers in strengthening program interface.

Objective: After a lecture presentation, I will understand the assignment of support rights, the cooperation requirements, and how good cause is determined.

HANDOUT 5: GOALS AND OBJECTIVES

MODULE IV: THE IV-A/IV-D INTERFACE PROCESS: IV-D'S ROLE

Goal: The goal of this module is to explain to IV-A workers IV-D's roles and responsibilities in the interface process.

Objective: Upon completion of this module, I will be able to explain IV-D's roles responsibilities to IV-A workers to strengthen program interface.

Objective: After a participative discussion, I will be able to describe how child support collection money is treated and how it impacts eligibility.

Objective: As a result of a large group discussion, I will be able to identify the ongoing need for information exchange.

MODULE V: STRATEGIES FOR IMPROVING INTERFACE

Goal: The goal of this module is to identify management strategies for improving program interface.

Objective: Upon completion of this module, I will be able to identify methods/tools for improving program interface in my state.

Objective: After a brainstorming session, I will be able to describe IV-A and IV-D best practices and assess their application to current operations.

Objective: After an action planning exercise, I will be able to plan a program interface improvement for implementation in my state.

HANDOUT II-1: BROKEN SQUARES GROUP INSTRUCTION SHEET

Each of you has an envelope which contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him/her a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during this exercise.

1. No member may speak.

2. No member may ask another member for a piece or in any way signal another person to give him/her a piece. (Members may voluntarily give pieces to other members.)

HANDOUT II-2: BROKEN SQUARES OBSERVER/JUDGE INSTRUCTION SHEET

Your job is part observer and part judge. As a judge, you should make sure each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communicating.

2. Participants may give pieces directly to other participants but may not take pieces from other members.

3. Participants may not place their pieces in the center for others to take.

4. It is permissible for a member to give away all the pieces to his/her puzzle, even if he/she has already formed a square.

As an observer, look for the following:

1. Who is willing to give away pieces of the puzzle?

2. Does anyone finish "his/her" puzzle and then withdraw from the group problem-solving?

3. Is there anyone who continually struggles with his/her pieces, yet is unwilling to give any or all of them away?

4. How many people are actively engaged in putting the pieces together?

5. What is the level of frustration and anxiety?

6. Is there any turning point at which the group begins to separate?

7. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

HANDOUT II-3: SELECT STATE IV-A PLAN CHARACTERISTICS

Select characteristics for a State plan include:

- **Prompt Action**. Provide assistance within 45 days of application
- **Presumptive Eligibility**. Provide assistance before eligibility determination is complete
- **Hearings**. Provide a hearing to any applicant whose claim is:
  - Denied
  - Not acted upon promptly
  - Suspended, reduced, or terminated
  - Changed to or from a protective, vendor, or two-party payment
- **Eligibility**. Determine need based on the State need standard
- **Age**. Provide IV-A benefits to needy children under the age of 18 or (at State option) 19 and a full-time student
- **Deprivation**. Define needy children as being deprived of parental support or care based on death, absence, physical or mental incapacity for at least 30 days
- **Employment**. Require all eligible applicants and recipients to participate in employment programs.

HANDOUT III-1: PERCEPTIONS OF IV-A'S ROLES AND RESPONSIBILITIES

ROLES:

RESPONSIBILITIES:

HANDOUT III-2: SAMPLE ASSIGNMENT OF RIGHTS

[illegible] V1-1361

[illegible]

AFDC ASSIGNMENT OF SUPPORT

In consideration of my application for or receipt of public assistance benefits, and pursuant to Public Law 93-647, I,

NAME: First Middle Last

Address Social Security Number

☐ Mother ☐ Father ☐ Relative caretaker, (check one), hereby assign to the State of Minnesota, by its agent, the, county welfare department:

A. any rights to support I may have from any other person:
   (1) in my own behalf, or
   (2) in behalf of any other family member for whom I am applying for or receiving aid, and
B. which support rights have accrued at the date of this assignment.

The assignment of current support rights terminates when AFDC money payments cease. The assignment of past due support obligations continues indefinitely.

I also agree to actively cooperate with and assist the state and its agents in establishing the paternity of, when necessary, and obtaining support payments for the children on whose behalf this assignment is executed. Such cooperation shall include, but not be limited to, completing forms, supplying information, and appearance in court.

DATE: _____ _____
Applicant/Recipient's Signature

The information requested from you on this form will be used to locate the absent parent, help to establish paternity, to establish and enforce the child support obligation, and to determine your eligibility for AFDC payments. This information will be shared with county, state, and federal employees. In addition, it may be shared with prosecuting attorneys and court personnel. No other use of this information will be made without your prior written permission. You are under no legal obligation to supply the requested information; however, your refusal to supply it will result in your becoming ineligible for AFDC payments.

List the name(s) First, Middle, Last, of dependant children and their Social Security numbers (SSN). Also, list the name(s) and SSN(s) of the natural parent(s) other than the Applicant/Recipient.

1. CHILD	SSN	PARENT	SSN
2. CHILD	SSN	PARENT	SSN
3. CHILD	SSN	PARENT	SSN
4. CHILD	SSN	PARENT	SSN
5. CHILD	SSN	PARENT	SSN
6. CHILD	SSN	PARENT	SSN

This form must be completed each time there is a change of county of financial responsibility.

WHITE COPY TO IV-D CASE RECORD
GREEN COPY TO IM CASE RECORD
PINK COPY TO CLIENT

HANDOUT III-3: CASE STUDY #1

Caseworker

You are meeting with Mary, 24, who is applying for IV-A benefits for her two children Marty and Lisa, ages 4 and 1 respectively. Mary has never married the father of Marty and Lisa but has lived with him for the last five years. Mary is clearly nervous about meeting with you. When you ask her why she is nervous, she explains that she is in desperate need of money since the father of her children disappeared two weeks ago. You explain that, as a condition for eligibility for support, she will need to cooperate with you in identifying and locating the absent parent, establishing paternity, etc. She still seems a little hesitant but is willing to assist.

HANDOUT III-3: CASE STUDY #1

Applicant

Your name is Mary. You are the 24 year old mother of Marty and Lisa, ages 4 and 7. Two weeks ago, the father of the children left without telling you where he was going. He cleaned out your bank account. You haven't worked since the kids were born, and you have no money. A friend told you to get state public aid but you're nervous. You've never had to do anything like "this" before. You are confused when your caseworker explains the issue of cooperation.

Observer Sheet

Observe and comment upon whether the caseworker explained clearly the following components of cooperation for eligibility to the applicant:

- Identify and locate the parent of a child for whom aid is claimed.

- Establish the paternity of a child born out of wedlock for whom aid is claimed.

- Obtain support payments for the applicant or recipient and for a child for whom aid is claimed.

- Obtain any other payments or property due the applicant or recipient or the child.

Did the caseworker get the applicant to agree to cooperate?

How did the caseworker endure applicant cooperation?

STATE OF OREGON
DEPARTMENT OF HUMAN RESOURCES
ADULT & FAMILY SERVICES DIVISION

428C
EL 83-40

DISTRIBUTION:
WHITE - SUPPORT ENFORCEMENT DIVISION
YELLOW - IMS PROGRAM DATA UNIT
PINK - CASE RECORD

REPORT ON CLAIM OF GOOD CAUSE
FOR REFUSING TO COOPERATE

PROGRAM	BRANCH #	CASE NUMBER	WKR. ID

CASE NAME

DATE OF CLAIM

DATE OF DECISION

NAME OF ABSENT PARENT

1. STATUS OF CLAIMANT AT TIME OF CLAIM:

   1. ☐ Applicant OR ☐ Recipient

   2. ☐ Maint.& Med. OR ☐ Medical Only

2. REASON FOR CLAIM:

   ☐ 1. Potential physical harm to child

   ☐ 2. Potential emotional harm to child

   ☐ 3. Potential physical harm to parent or caretaker relative

   ☐ 4. Potential emotional harm to parent or caretaker relative

   ☐ 5. Conception result of incest or forcible rape

   ☐ 6. Legal adoption before court

   ☐ 7. Parent receiving preadoption services

3. DECISION:

   ☐ 1. Do not pursue support - good cause exists

   ☐ 2. Pursue without A/R's cooperation - good cause exists, advise obligor that SED is acting as an agent of AFS

   ☐ 3. Pursue without A/R's cooperation - good cause does not exist

   ☐ 4. Pursue - A/R agrees to cooperate

   ☐ 5. Good cause decision no longer applicable as ADC grant closed

4. STATUS OF CLAIMANT AT TIME OF DECISION:

   1. ☐ Applicant OR ☐ Recipient

   2. ☐ Maint.& Med. OR ☐ Medical Only

5. CORROBORATIVE EVIDENCE PROVIDED:

   ☐ 1. No ☐ 2. Yes, Date ___/___/___
   Month Day Year

6. Was claimant found to have good cause for refusing to cooperate based solely on an examination of the corroborative evidence supplied by the applicant or recipient with no investigation:

   ☐ 1. No ☐ 2. Yes

AFS Worker	Date

AFS 428C (REV. 6/83)

HANDOUT III-5: CASE STUDY #2

Caseworker

Review Case Study #1, same fact situation. However, upon further interviewing, Mary claims that she doesn't want to establish paternity because the father has threatened to beat her and the children if she even tries to find him, you then explain the good cause exception to Mary.

HANDOUT III-5: CASE STUDY #2

Applicant

Review Case Study #1, same fact situation. You tell the caseworker your fears of abuse by the father of Marty and Lisa. You know that his threats of violence could be real, he has beaten you and Marty before. You are sure he would do it again particularly if the law went after him and he had been drinking.

HANDOUT III-5: CASE STUDY #2

Observer Sheet

In the case study just revealed, could a good cause exception be made?

What other information would you seek from Mary?

What kinds of follow-up might you persue in this case?

What other options exist in this case?

Minnesota Department of Human Services
REFERRAL TO SUPPORT AND COLLECTIONS

DHS-2686 (11-84)
PZ-02686-01

APPLICANT INFORMATION

Applicant's name - Last	First	Middle	Maiden	Birthdate	Social Security #

Street Address	City	State	ZIP Code	Home Telephone	Work Telephone
				( )	( )

Provide the requested information about the minor children of the absent parent listed below.

NAME	BIRTHDATE	Is this child in your physical custody? yes	physical custody? no	Is this child in your legal custody? yes	legal custody? no
1.					
2.					
3.					
4.					
5.					

Have these children ever received public assistance? Yes ☐ No ☐ If yes, dates: from _____ to _____ State _____ County _____

The following information applies to the absent parent of the children listed above. The reverse side of this form explain why this information is being requested. All questions on this form must be completed as a condition for receivin assistance. If the answer to any question is none or unknown, write **none** or **unknown**.

ABSENT PARENT INFORMATION

Absent parent's name - Last	First	Middle	Maiden Alias	Birthdate	Birthplace	Social Security #

Current or last known street address (circle whichever applies)	City	State	Zip Code	Home Telephone	Work Telephone

Sex	Height	Weight	Hair	Eyes	Other (mustache, beard, glasses, tatoo, scars, etc	Is a photograph available? Yes ☐ No ☐

Has the absent parent ever been arrested or convicted? Yes ☐ No ☐
If yes, Date Place Offense

Describe any health problems

Member of Armed Services? Yes ☐ No ☐	Current or last known employer (circle whichever applies)	Address of employer	Nature of employment

Union member Yes ☐ No ☐ Name and # of local _____

Gross income $_____ per ☐ week ☐ bi-weekly ☐ month ☐ year

Property and assets owned by absent parent

Father of absent parent	Address	Mother of absent parent	Address

Date of marriage of absent parent	Place of marriage	Indicate the status of the absent parent	1. Separated ☐	2. Divorced ☐	3. Never Married ☐

If you checked #1 or #2, complete the following

Date	County	State	Support amount	frequency ordered

If you checked #3, complete whichever of the following that applies
Paternity never established ☐
Signed acknowledgement of paternity ☐ date _____ place _____
Paternity adjudicated ☐ date _____ place _____ support amount ordered _____

If a separation, divorce or adjudication action is in progress or has already occurred, provide the following information.

Name of your attorney	Address	Name of absent parent's attorney	Address

If support has been court ordered, provide the following information.
On what date was support last received? _____ amount? _____ Does the absent parent owe any support payments? Yes ☐ No ☐
If yes, complete the following support owed from _____ to _____ Amount owed $_____ Amount paid $_____ Balance due $_____

Applicant's signature	Date

AGENCY USE ONLY

TYPE OF APPLICATION: ☐ Initial ☐ Reapplication ☐ Add Child-ren ☐ Transfer from _____

Documents verifying acknowledgement/adjudication/separation/divorce support are attached ☐ being requested ☐ (circle whichever applies)

Assistance was opened for _____ (names of recipients) on _____ (date) and direct support of $_____ is being budgeted for _____ (period of initial eligibility)

Are there additional IV-D files for this caretaker? If yes, provide 1) _____ 2) _____ 3) _____
Yes ☐ No ☐ the IV-D file names.

Financial Worker	Date	Telephone #

Additional comments

Copy 1 to IV-D, Copy 2 to Client, Copy 3 to IV-A

In accordance with provisions of Minnesota Statutes section 13.04, subdivision 2, you are hereby given the following information about this form:

HOW WE USE THE INFORMATION YOU GIVE

The information on this form will help our agency contact the absent parent about child support. Our agency may also need some of the information to determine AFDC eligibility. Our agency will also use it to get federal and state funds to help pay for AFDC.

WHAT HAPPENS IF YOU DO NOT PROVIDE THE INFORMATION

To be eligible for AFDC, you must provide the information **known to you** about the absent parent. If you do not provide information, you may be found "not cooperating". If this happens, Federal Code of Regulations 45 CFR 232.12 do not allow AFDC payment for your need. Our agency will also pay bills to a third party with your child's part of the grant. These penalties will apply unless you can prove good cause for not cooperating. Your financial worker has given you information about good cause.

WHAT HAPPENS IF CHILD SUPPORT IS COLLECTED

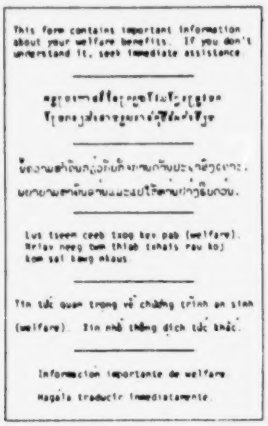
If our agency collects support for your child, you may get a payment that will not be counted by AFDC. A monthly check is paid by our agency to each AFDC family for the first $50 of current child support that we collect for that family.

WHO SHARES THIS INFORMATION

This form will be shared with staff of our agency for program purposes. It may be shared with other agencies if the absent parent lives in another county or state. It may also be shared with other agencies if you move and apply for AFDC in another county or state. This form may be seen by federal or state auditors who review AFDC case records. The information may be shared with the county attorney and courts if legal action is needed to get child support.

QUESTIONS ABOUT THIS FORM

Your financial worker can answer questions about this form and good cause for not cooperating with child support.



This form contains important information about your welfare benefits. If you don't understand it, seek immediate assistance.

Lus tseem ceeb txog kev pab (welfare). Nrlav neeg tsw thiab txhais rau koj kom sai tawg ntaus.

Tin tức quan trọng về chương trình an sinh (welfare). Xin nhờ thông dịch tức khắc.

Información importante de welfare. Hagala traducir inmediatamente.

SOUTH CAROLINA DEPARTMENT OF SOCIAL SERVICES
CHILD SUPPORT REFERRAL FORM
(PLEASE PRINT LEGIBLY)

THERE IS A $1.00 APPLICATION FEE FOR NON AFDC CHILD SUPPORT SERVICES. PLEASE ADVISE US WHICH SERVICE YOU DESIRE.
LOCATE SERVICE ONLY ☐ FULL CHILD SUPPORT ENFORCEMENT ☐

☐ NEW ☐ REOPEN ☐ CHANGE — CHECK FOR AFDC (Only) | ☐ CHANGE OF PAYEE ☐ SAME IDO ☐ NEW IDO | ☐ CHILD ADDED TO BUDGET ☐ SAME AP ☐ NEW AP | Certification Date _____ Date Referred to CS _____

CLIENT INFORMATION

FAMILY NUMBER | CTY | ADULT | CHILD | PS ID | PA AMOUNT | GOOD CAUSE DETERM. PENDING ☐ YES ☐ NO; GOOD CAUSE DETERM. MADE ☐ YES ☐ NO (If Yes, attach document)

CLIENT'S NAME (LAST, FIRST, MIDDLE INITIAL) | RELATIONSHIP TO CHILDREN | TELEPHONE NUMBER

ADDRESS | CITY | STATE | ZIP CODE | DOES CLIENT HAVE ATTORNEY ACTIVELY ENGAGED IN CHILD SUPPORT ACTION? ☐ YES ☐ NO (IF YES, ATTA PLEASE)

NAME, ADDRESS AND PHONE NUMBER OF CLIENT'S EMPLOYER | SOCIAL SECURITY NUMBER

ABSENT PARENT INFORMATION (Fill Out Completely & Accurately) Information Crucial to Locate Activity

NAME (LAST, FIRST, MIDDLE INITIAL) | ALIAS | SOCIAL SECURITY NUMBER

LAST KNOWN ADDRESS | CITY | STATE | DATE LAST LIVED AT ADDRESS MONTH DAY YEAR

PROBABLE OTHER LOCATION

BIRTHDATE | BIRTHPLACE | TELEPHONE NUMBER | DRIVER'S LICENSE NUMBER

NAME, ADDRESS OF LAST HIGH SCHOOL, COLLEGE OR TECHNICAL SCHOOL ATTENDED

MAIDEN NAME & ADDRESS OF MOTHER | NAME AND ADDRESS OF FATHER

RACE ☐ WHITE ☐ INDIAN ☐ OTHER ☐ BLACK ☐ ORIENTAL ☐ HISPANIC | SEX ☐ M ☐ F | HEIGHT | WEIGHT | HAIR COLOR | EYE COLOR | SCARS/IDENTIFYING MARKS

LAST KNOWN EMPLOYER(S) | ADDRESS OF EMPLOYER | DATE LAST WORKED

USUAL OCCUPATION(S) | CURRENTLY IN ARMED FORCES (NOTE DUTY ASSIGNMENT IN REMARKS) ☐ YES ☐ NO

POLICE RECORD ☐ YES ☐ NO | DATE OF ARREST | PLACE (CITY & STATE) | OFFENSE | LOCATION OF INCARCERATION

RELATIONSHIP OF CHILDREN'S PARENTS AT TIME OF BIRTH ☐ MARRIED ☐ DIVORCED ☐ COMMON LAW ☐ OTHER | IF MARRIED, PLACE OF MARRIAGE

LIST NAMES OF CHILDREN TO BE SUPPORTED BY ABSENT PARENT

CHILD'S NAME	BIRTHDATE	SOCIAL SECURITY NUMBER	SEX	PAT EST
				☐ YES ☐ NO
				☐ YES ☐ NO
				☐ YES ☐ NO
				☐ YES ☐ NO
				☐ YES ☐ NO
				☐ YES ☐ NO

SUPPORT INFORMATION

VOLUNTARY SUPPORT ☐ | SUPPORT BUDGETED ☐ YES ☐ NO | DATE OF LAST PAYMENT RECEIVED

☐ COURT ORDERED SUPPORT (ATTACH COPY OF ORDER IF AVAILABLE) | DOCKET NUMBER | AMOUNT OF SUPPORT OBLIGATION AND FREQUENCY $ _____ ☐ WEEKLY ☐ BI-WEEKLY ☐ MONTHLY

NAME AND ADDRESS OF COURT | $ _____ ESTIMATED ARREARAGES

SUPPORT PAYMENT METHOD ☐ DIRECT TO CLIENT ☐ THRU COURT | DATE LAST PAYMENT RE

Comments:

I DO HEREBY ATTEST UNDER THE PENALTIES OF PERJURY THAT THE ABOVE INFORMATION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF AND IS GIVEN FOR THE PURPOSE OF RECEIVING SERVICES UNDER TITLE IV-D OF THE SOCIAL SECURITY ACT. I UNDERSTAND THAT THESE ASSERTIONS ARE TRUE AND WILL BE USED IN LEGAL PLEADINGS AGAINST THE ABSENT PARENT

Signature of Client:	Date:	Signature of Worker/Referring Agency:	Date:

DSS FORM 2700 (Jan 87) Edition of Dec 78 is obsolete.

Directions to Home of Absent Parent/Remarks:

I understand that I am protected by Title VI of the Civil Rights and I will make written complaints to the Commisssioner, South Carolina Department of Social Services, Post Office Box 1520, Columbia, South Carolina, 29202-1520, within 180 days if at any time I am denied services or otherwise discriminated against because of race, color, creed, sex, religion, or national origin.

NON-AFDC APPLICANTS ONLY:

As an applicant with the South Carolina department of Social Services, (SCDSS), Office of Child Support Enforcement (OCSE), medical support enforcement services are available to you. With your consent, we will attempt to secure these services. Please indicate below, if you desire these services.

( ) YES, please attempt to secure medical support.

( ) NO, I do not want SCDSS, OCSE to secure medical support. I have satisfactory health insurance.

Date: _____

Signature: _____

INSTRUCTIONS

Enter **FAMILY NUMBER, COUNTY, CLIENT'S** and **ABSENT PARENT'S NAMES** and **CHILDREN'S NAME** on all Form 2700 submitted.

NEW - Check box if this is the first time a referral has been submitted to the Office of Child Support Enforcement.

REOPEN - Check box if case is closed and was previously submitted to Office of Child Support Enforcement.

CHANGE - Check box when submitting a change or additional information.

NOTE: If there is a CHANGE OF PAYEE or CHILD ADDED TO BUDGET do not check any of the above.

CHANGE OF PAYEE - If payee changes, check appropriate box and complete Client Information Section and enter name of ABSENT PARENT. Enter previous payee's name in Comment Section.

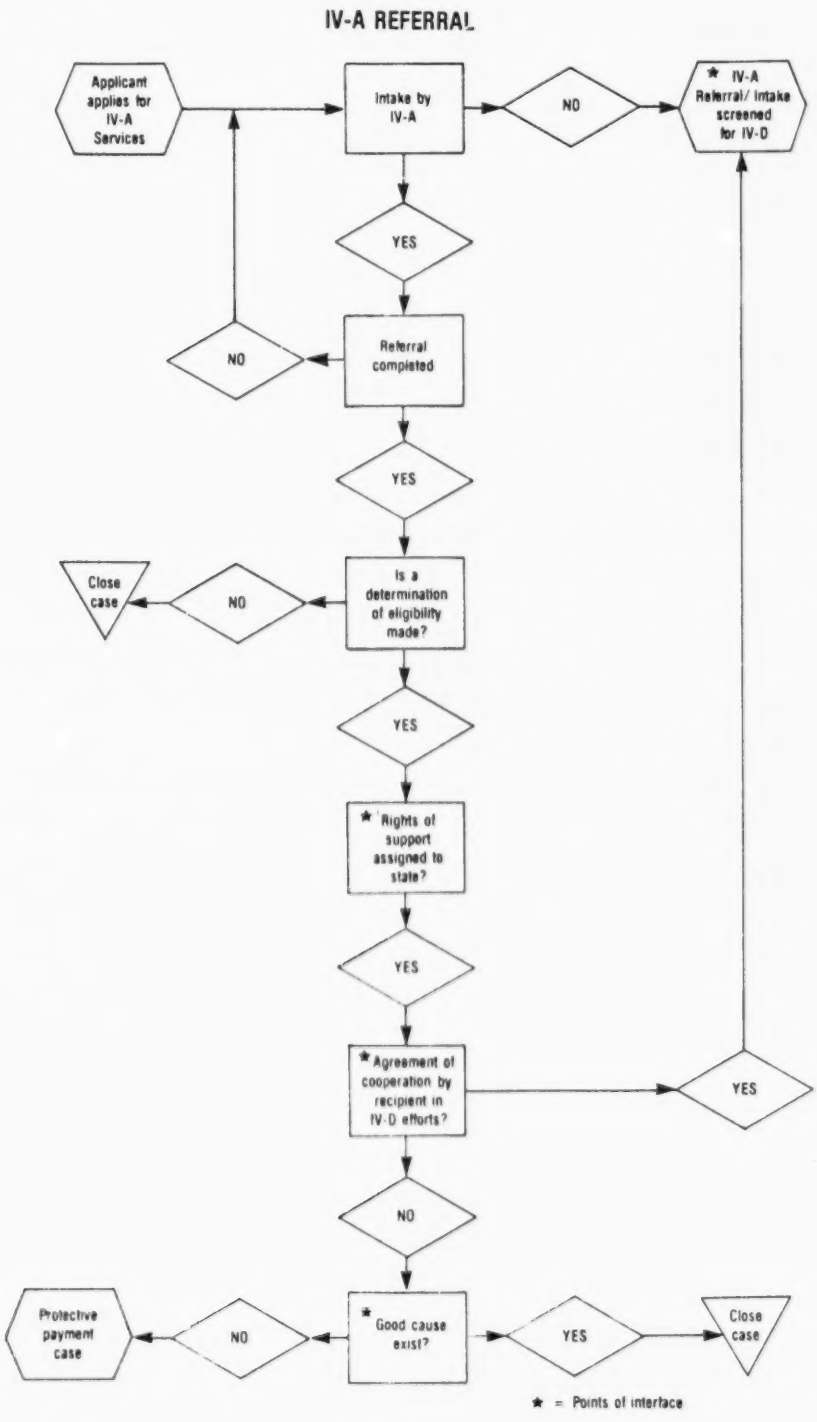
CHILD ADDED TO BUDGET: Check appropriate box and complete entire form.

REMAINDER OF FORM IS SELF-EXPLANATORY.

HANDOUT III-7: OBSERVER SHEET

Please record your observations on this sheet.

HANDOUT III-8: IV-A/IV-D INTERFACE FLOW CHART (FIRST HALF)



(Continued on Handout IV-5)

CHILD SUPPORT QUESTIONNAIRE

REQUIRED FORM — NO SUBSTITUTE PERMITTED

FOR COUNTY USE ONLY ➡	WELFARE CASE NAME	WELFARE NUMBER	DATE OF APPLICATION
	TYPE OF APPLICATION ☐ New ☐ Reapplication ☐ Additional Child ☐ Transfer from		

If the parent or parents of any of the child/children for whom assistance is requested are living but are absent from the home, complete the following information. PLEASE PRINT IN INK

ABSENT PARENTS INFORMATION

ABSENT PARENT'S LAST NAME	FIRST NAME	MIDDLE NAME	ALSO KNOW AS (ALIASES)

LAST KNOWN ADDRESS (STREET, CITY, STATE)	APPROXIMATE DATE	ABSENT PARENT'S BIRTHPLACE	BIRTHDATE

DESCRIPTION:	SEX	RACE	HAIR COLOR	EYE COLOR	HEIGHT	WEIGHT	MARKS, SCARS, AMPUTATION, TATOOS, ETC

SOCIAL SECURITY NUMBER	DRIVER'S LICENSE NUMBER	STATE	MAKE OF CAR	YEAR	LICENSE PLATE NUMBER	STATE

NAME OF AUTOMOBILE FINANCE COMPANY	ADDRESS OF FINANCIAL COMPANY (STREET, CITY, STATE)

ABSENT PARENT'S USUAL OCCUPATION	NAME AND ADDRESS OF LAST KNOWN EMPLOYER	UNION MEMBERSHIP

IS EMPLOYMENT TERMINATED?	IF YES, APPROXIMATE DATE	IS ABSENT PARENT (CHECK IF PERTINENT)
☐ No ☐ Yes		☐ Self-employed ☐ A public employee ☐ Student

IS ABSENT PARENT IN THE MILITARY?	IF YES, GIVE BRANCH, RANK AND WHERE STATIONED
☐ No ☐ Yes	

IS ABSENT PARENT A VETERAN?	IF YES, RECEIVING BENEFITS?	AMOUNT OF VETERAN'S BENEFITS
☐ No ☐ Yes	☐ No ☐ Yes	$

FRIENDS OR RELATIVE OF ABSENT PARENT

NAME	ADDRESS	RELATIONSHIP
NAME	ADDRESS	RELATIONSHIP

REASON FOR ABSENCE ☐ Divorced ☐ Separated ☐ Deported ☐ Jail or Prison ☐ Never Married ☐ Other

PLACE OF MARRIAGE	DATE	PLACE OF DIVORCE	DATE	PLACE LAST LIVED TOGETHER	DATE

DOES THIS PARENT PAY SUPPORT MONEY?	IF YES	AMOUNT PER MON
☐ No ☐ Yes	☐ To you directly ☐ Through a county agency	$

DATE OF LAST SUPPORT MONEY	AMOUNT	IS THERE A CO[illegible]NDER FOR SUPPORT BY THIS PARENT?	ORDER NUMBER
		☐ No ☐ Yes If Yes, complete next line	

DATE OF ORDER	COUNTY OF ORDER	STATE OF ORDER	AMOUNT ORDERED
			$ ☐ Weekly ☐ Monthly

HAS THIS ABSENT PARENT EVER BEEN ARRESTED?	IF YES, WHERE, WHEN, WHAT FOR
☐ No ☐ Yes	

ABSENT PARENT'S CHILDREN

CHILD'S FULL NAME	BIRTHDATE	SOCIAL SECURITY NUMBER	MEDI-CAL NUMBER
CHILD'S FULL NAME	BIRTHDATE	SOCIAL SECURITY NUMBER	MEDI-CAL NUMBER
CHILD'S FULL NAME	BIRTHDATE	SOCIAL SECURITY NUMBER	MEDI-CAL NUMBER
CHILD'S FULL NAME	BIRTHDATE	SOCIAL SECURITY NUMBER	MEDI-CAL NUMBER
CHILD'S FULL NAME	BIRTHDATE	SOCIAL SECURITY NUMBER	MEDI-CAL NUMBER
CHILD'S FULL NAME	BIRTHDATE	SOCIAL SECURITY NUMBER	MEDI-CAL NUMBER
CHILD'S FULL NAME	BIRTHDATE	SOCIAL SECURITY NUMBER	MEDI-CAL NUMBER

CA 2 1 (3/88)

APPLICANTS INFORMATION

The whereabouts of absent parent have been unknown to me since (approximate date) _____

APPLICANT'S NAME (FIRST, MIDDLE, LAST)	MAIDEN NAME	MEDICAL NUMBER
ADDRESS	TELEPHONE NUMBER	DRIVER'S LICENSE NUMBER
BIRTHPLACE	BIRTHDATE	SOCIAL SECURITY NUMBER

RELATIONSHIP TO ABSENT PARENT ☐ Spouse ☐ Divorced ☐ Common-law ☐ Casual ☐ Other, specify _____

SIGNATURE OF APPLICANT	DATE

ELIGIBILITY WORKER'S NAME	ELIGIBILITY WORKER'S SIGNATURE	ELIGIBILITY WORKER'S NUMBER

- **Intake**. The intake function consists of compiling the data received from the welfare agency along with other available IV-D information.

- **Absent Parent Location**. The IV-D agency is charged with locating parents and alleged fathers who are not financially supporting their children.

- **Paternity Establishment**. Paternity must be established in order to obtain a child support order.

- **Support Obligation Establishment**. Once paternity has been established, the IV-D agency must determine whether a legally binding support obligation exists or if one must be established.

- **Support Enforcement**. When the absent parent has defaulted in meeting the require payment under an establish support order, the IV-D agency must initiate action to collect the delinquent payments.

- **Collection and Distribution**. The IV-D agency notifies the IV-A agency of the collection amounts on the child support obligation for that month. Based on this information, the IV-A worker redetermines the recipient's eligibility.

HANDOUT IV-3: IDENTIFY THE IV-D PROGRAM FUNCTIONS
(Optional Training Activity)

When a IV-D worker is:

1. Conducting initial interviews with client
   Completing application forms
   Seeking and receiving copies of divorce decrees and birth certificates
   Completing financial assessments of NAFDC clients

   He/She is doing _____.

2. Verifying home address of absent parent
   Verifying employer of absent parent
   Calling absent parent's relatives
   Submitting referrals to SPLS (FPLS)

   He/She is doing _____.

3. Obtaining voluntary admission of paternity from absent parent
   Arranging blood testing for absent parent, client, and child (Court Order?)
   Completing paternity complaint (other legal documents) with client and absent parent
   Obtaining documentation (evidence)
   Assessing witnesses' credibility and evidence
   Referring paternity case to attorney

   He/She is doing _____.

4. Seeking wages/employment information on absent parent and client
   Obtaining information about absent parent's and client's assets
   Obtaining last year's tax returns
   Obtaining information on child-related expenses (medical, day care, etc.)
   Obtaining information on work-related expenses
   Applying State's guidelines to financial information

   He/She is doing _____.

5. Attending court
   Referring cases to the IV-D attorney
   Conferring with IV-D attorney
   Completing legal forms
   Checking court dockets

   He/She is doing _____.

6. Implementing wage withholding orders
Certifying absent parent for tax offset (tax intercept: State and Federal)
Referring cases to attorney when absent parent is delinquent with payments
Attending court hearings (contempt: civil or criminal)
Sending delinquency notices

He/She is doing _____.

7. Receipting payments from absent parents or their employers
Posting payment card
Depositing money in the bank
Preparing and sending checks to custodial parents
Transmitting monies to State fiscal division for distribution
Monitoring payments and arrearages

He/She is doing _____.

HANDOUT IV-4: COLLECTING AND DISTRIBUTING CHILD SUPPORT PAYMENTS

- Collection and distribution functions consist of the following:

  - Collecting child support payments
  - Matching these payments to the correct cases
  - Distributing the IV-A and non-IV-A child support collections
  - Billing the absent parent
  - Monitoring the payment made on each case

- Collection and distribution is handled by workers whose duties include:

  - Receipt of payments
  - Matching payment to cases and absent parent accounts
  - Posting or crediting payments to the accounts
  - Distributing and disbursing funds
  - Accounting for all funds received and disbursed
  - Preparing and sending Monthly billing notices
  - Preparing and sending delinquency notices
  - Maintaining all payment records
  - Preparing reports

- Method of Payments

  - Most absent parents submit their payments either to the court where the order was obtained or the agency through which enforcement and collection actions were taken.

  - Payment are usually received in the form of money order, personal check or certified cashier's check. Cash and credit cards are also accepted by some agencies

- Processing Payments

  - Payments must be clearly identified (Social Security Number works well).

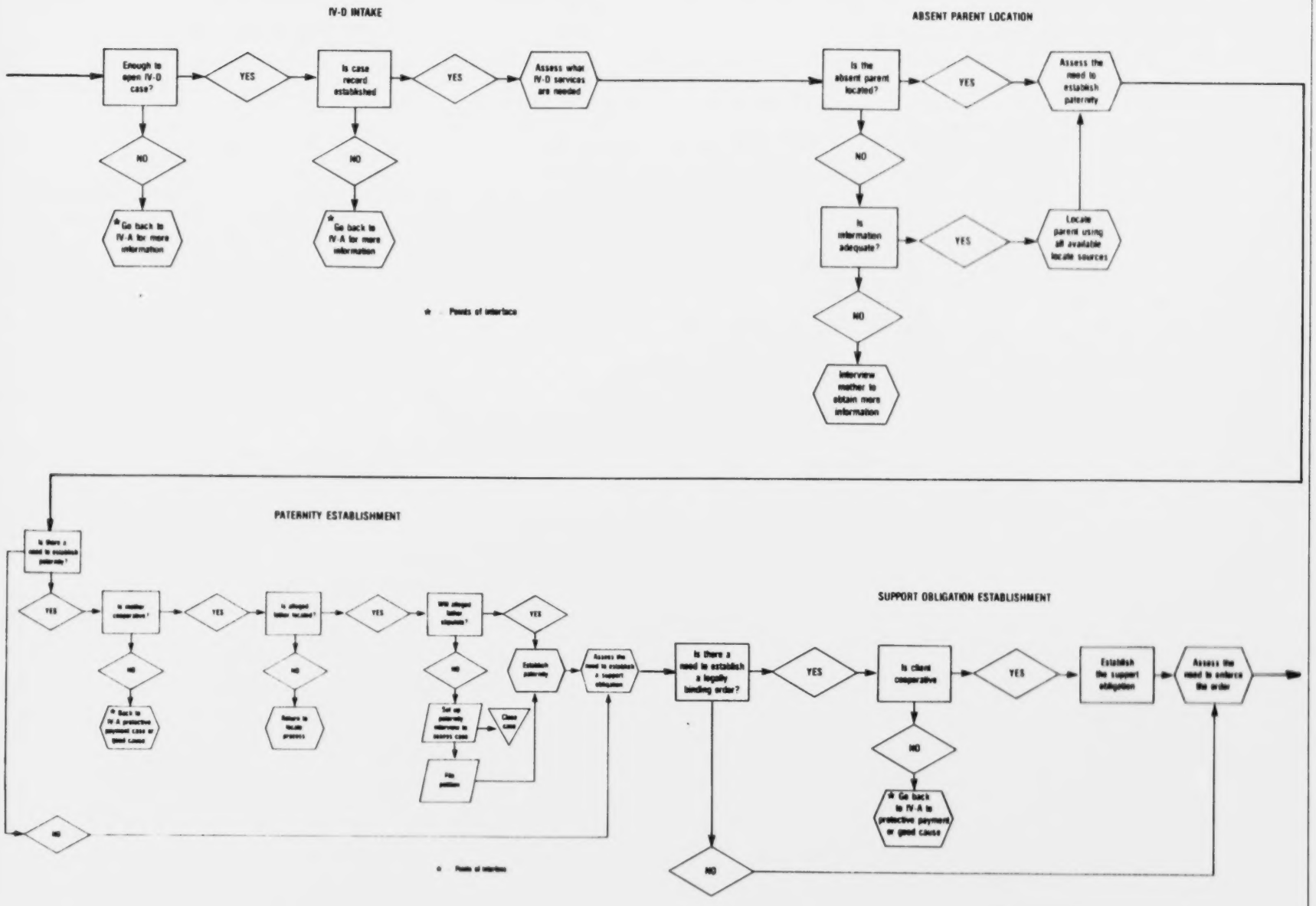
  - Once the amount is computed it is separated into amounts that represent payment of the required monthly support obligations for the current month and amounts that represent payments on the support obligation for prior periods.

- Recording and Reporting Payments - A record should show:

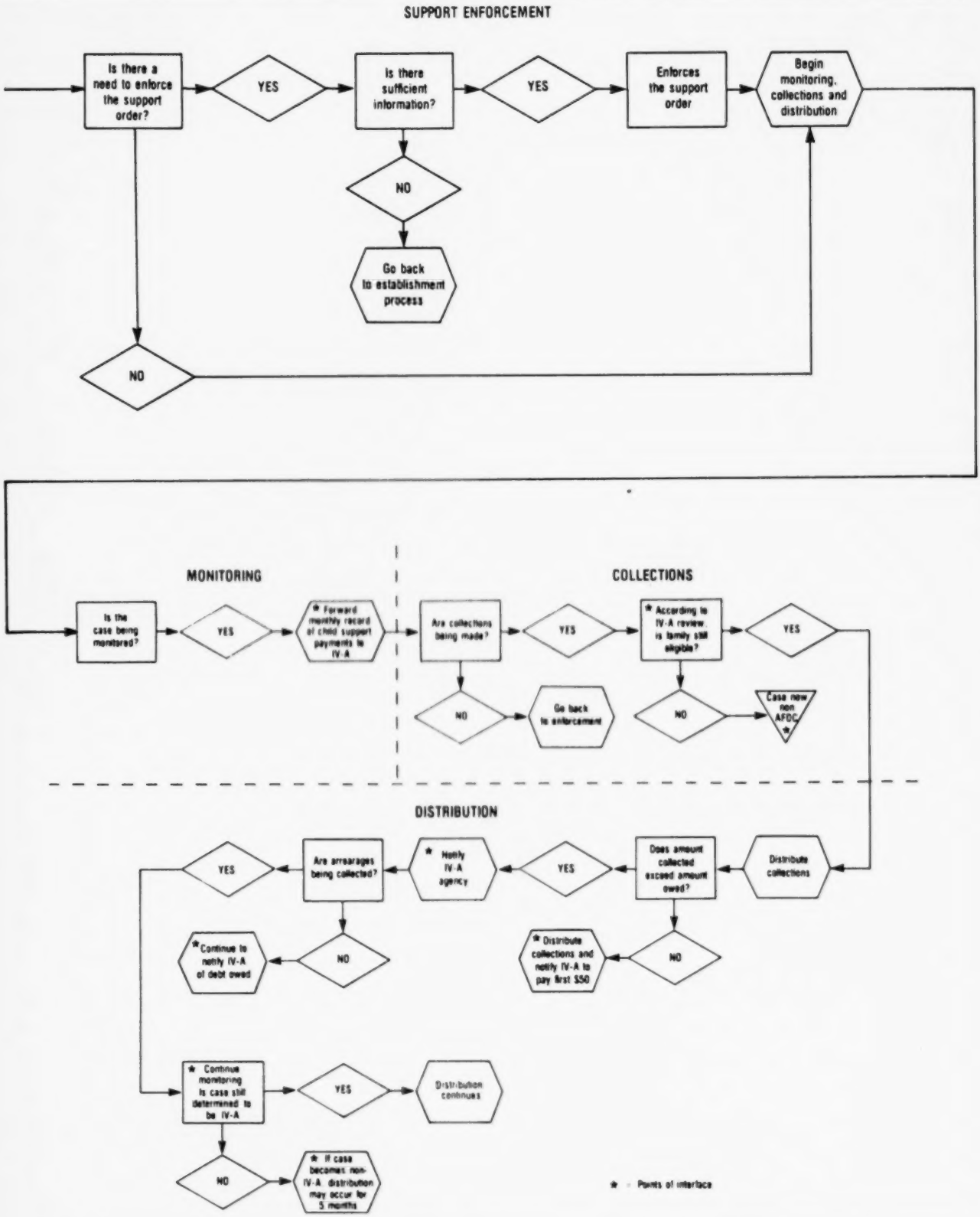
  - When the payments are made
  - The amount of the payment
  - The method of the payment
  - Any arrearages that have accumulated.

- Distributing Child Support Payments - The Child support agency notifies the IV-A agency when support is collected on IV-A cases. The IV-A agency reviews the information to determine if the family continues to be eligible for IV-A payments.

HANDOUT IV-5: IV-A/IV-D INTERFACE FLOW CHART (SECOND HALF)



HANDOUT IV-5: IV-A/IV-D INTERFACE FLOW CHART (SECOND HALF - cont'd)



HANDOUT V-1: FORCE FIELD ANALYSIS WORKSHEET

1. **Visualizing the Future.** The first and foremost step in the change process is to look beyond the present situation or conditions as they currently exist. Try to visualize and record conditions as you would like them to be. Fantasize (indulging in creative imagination).

   a). What would the situation be like?

   b). What would you be doing?

c). What would others be doing?

2. **Setting a Goal.** What can be done to help the newly described situation become a reality? Set a specific, realistic goal.

a). Current condition

b). Desired condition

3. **Diagnose Driving and Restraining Forces.** Identify the forces that help and hinder movement toward the goal. (Brainstorm)

   a). Driving Forces

   b). Restraining Forces

4. **Review Lists.** Review the list of forces: cross out ones over which you have no control, and asterisk the most promising for action.

5. **Develop List of Actions.** Change takes place by causing an imbalance between restraining forces and driving forces. The imbalance may be created by adding forces, modifying forces, or changing the direction of forces. Select several forces that you feel might be altered and state what might be done to increase the power of the helping/driving forces and reduce the hindering/restraining forces.

6. **Evaluate Potential Actions.** Evaluate the actions listed for feasibility and effectiveness and list the most promising.

7. **Identify Needed Support.** Given the actions you have selected, what resources and support will need to be enlisted?

8. **Final Planning.** In sequential order, list the steps that need to be done in order to make the change. This may entail adding, eliminating and/or adjusting the actions listed in Step 5.

   a). What has to be done?

   b). Who will do it?

   c). Where and When?

   d). How?

9. **Evaluation.** List what feedback mechanisms you need to set up that will let you know/assess the effectiveness of your change. NOTE: If your change is not working, review the previous steps with special attention to Step 1.

TRANSPARENCIES

Transparency I - 1

Goals of IV-A and IV-D

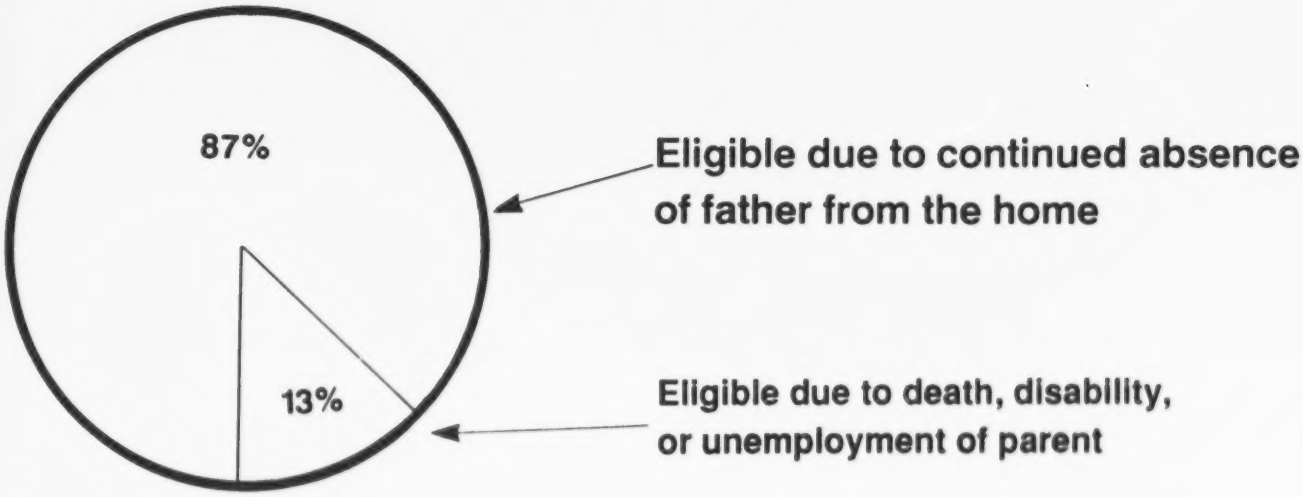
The Goal of the Aid to Families with Dependent Children is to assist needy families.

The Goal of the Child Support Program is to assist children in receiving the financial support to which they are entitled

The Mutual Goal of both Programs is to help families become self-sufficient.

Transparency I - 2

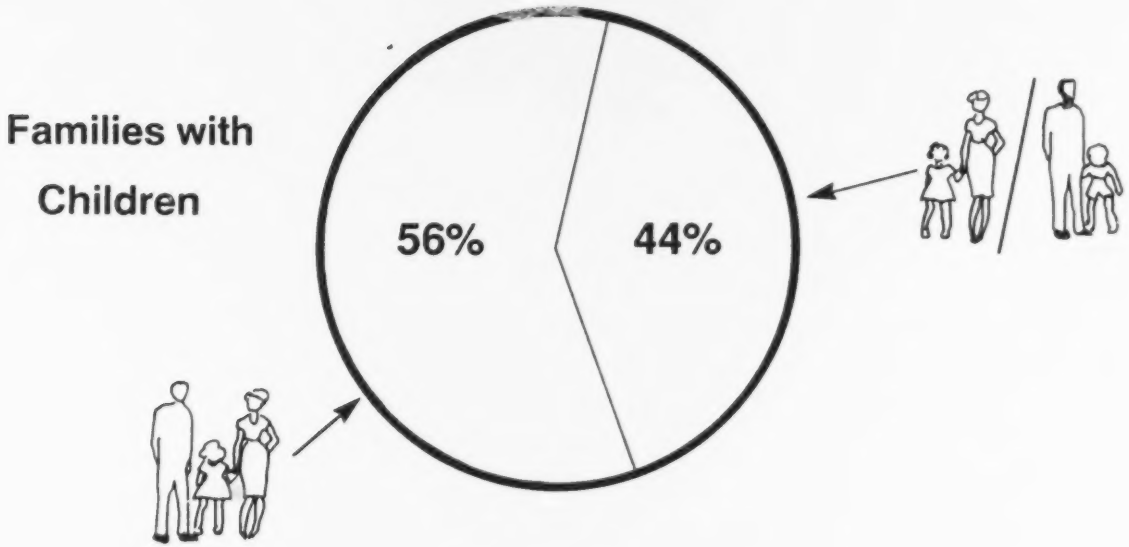
Financial Implications


87%
13%
Eligible due to continued absence of father from the home
Eligible due to death, disability, or unemployment of parent

- The single-parent family - often a mother and her child - is the newly significant factor in the nation's poverty statistics and social spending
- "When a father physically leaves his family ... he tends also to leave his former dependents to their own devices financially - and often to the care of the government."

Transparency I - 3

Emergence of the Single Parent Family



- The number of single parent families increased by 97% from 1970 to 1981
- "By the 1990's, only 56% of children in the United States will spend their entire childhood living with both natural parents."

(Lenore J. Weitzman)

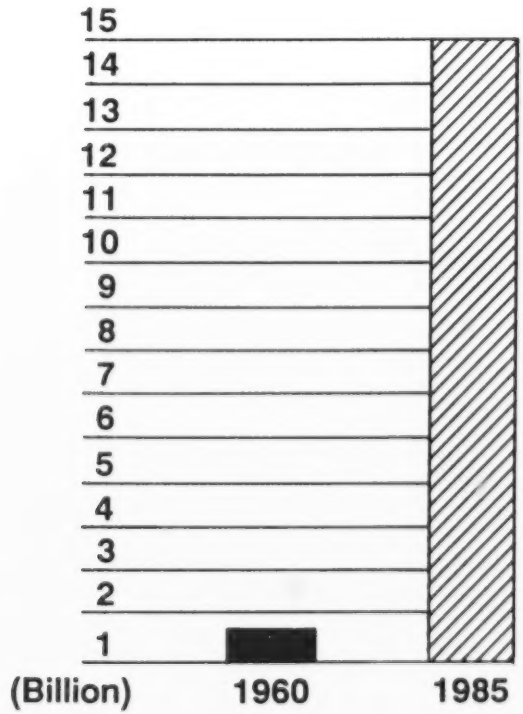
Transparency I - 4

Causation

- One half of marriages that took place in the 1970's will end in divorce
- 1.2 million divorces in 1980 -- 3 times as many as in 1960
- Out-of-wedlock births as a proportion of live births climbed from less than 11% in 1970 to almost 19% in 1981

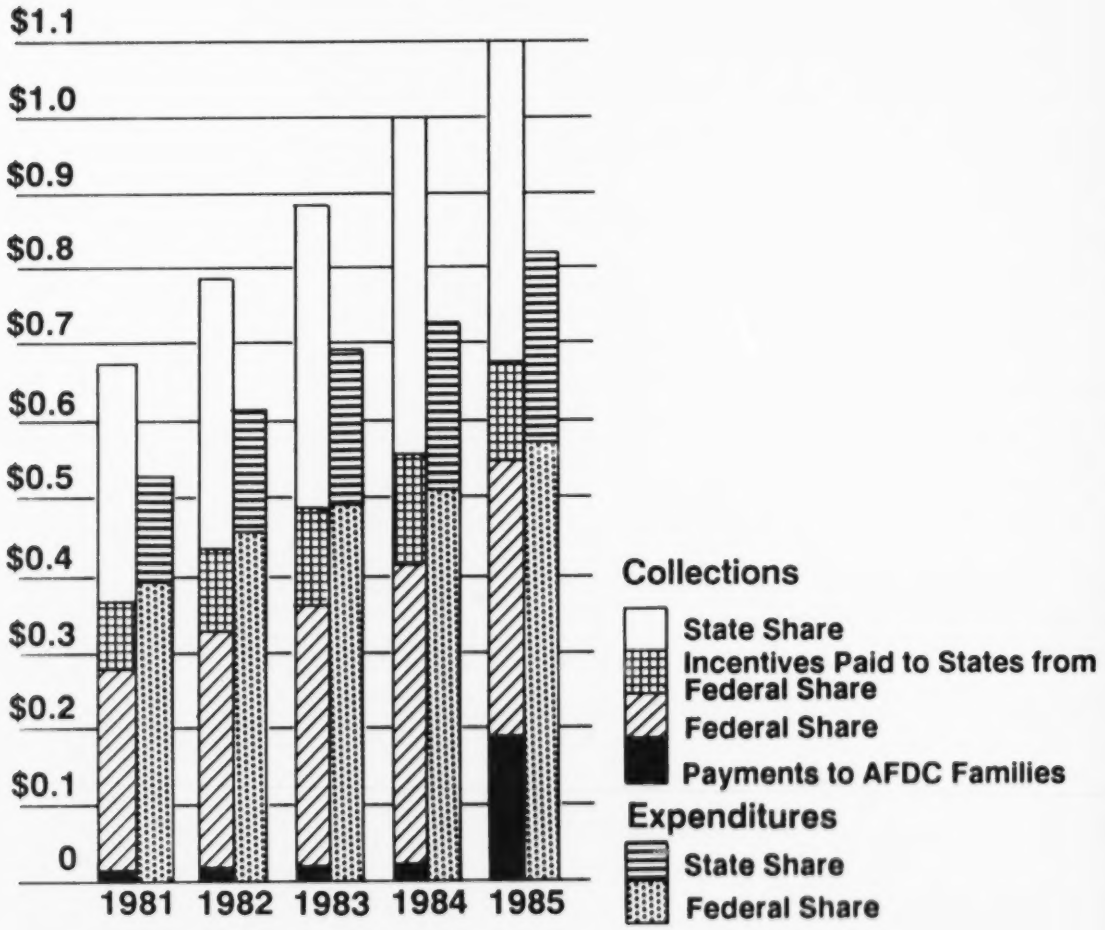
Transparency I - 5

Cost of IV-A Money Payments



Transparency I - 6

Distribution of IV-A Collections and Total Expenditures



Transparency II - 1

Select State IV – A Plan Characteristics

- Prompt Action
- Presumptive Eligibility
- Hearings
- Age
- Deprivation
- Employment

Transparency II - 2

IV-A Employment Programs

There are four employment programs, three of which States may implement if they so choose:

- **The Work Incentive Program (WIN)**
- **Community Work Experience Program (CWEP)**
- **Work Supplementation Program (Work Supp)**
- **Employment Search Program (ESP)**

Transparency II - 3

Other Federal Regulations

The following Federal Requirements apply uniformly in all States and must be specified in State Plans:

- **Citizenship/Alienage**
- **Deeming to Aliens**
- **Residence**
- **Social Security Number**
- **Assignments of Rights to Support**
- **Cooperation in Obtaining Support**

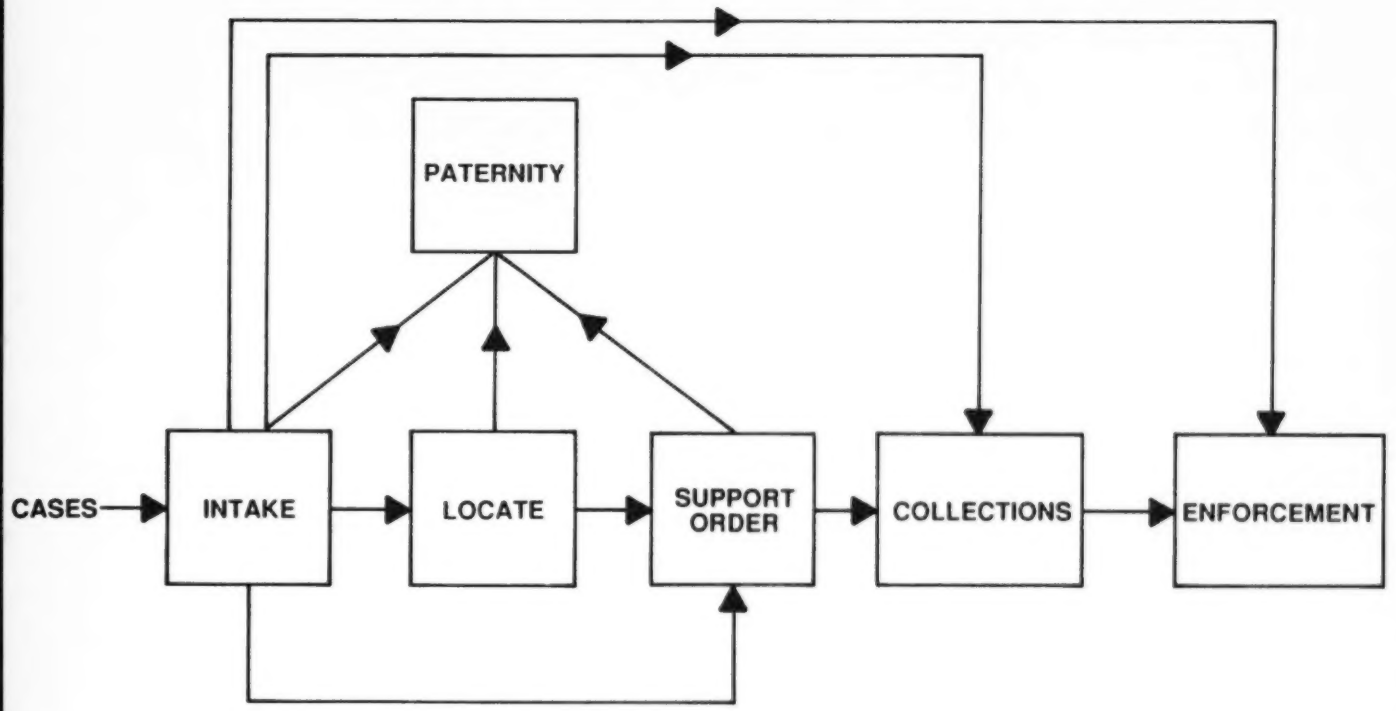
Transparency II - 4

Other Federal Assistance Programs

- AFDC -- UP
- Medicaid
- Food Stamps

Transparency II-5

IV-A/IV-D Program Functions



*U.S. GOVERNMENT PRINTING OFFICE:1989-617-020:05862

PUBLICATION EVALUATION

The IV-A/IV-D Trainer Guide

YOUR RESPONSES TO THE FOLLOWING QUESTIONS WILL ASSIST US IN PRODUCING PUBLICATIONS WHICH ARE RESPONSIVE TO OUR AUDIENCE.

1. **Indicate your assessment of the material contained by rating the following items. (Circle the number which represents your opinion; 6 being high and 1 being low.)**

   a) Clarity of the information presented (i.e., was the language clear and easy to understand; were the major concepts easy to identify?)

Very Clear	6	5	4	3	2	1	Not Very Clear

   b) Sequence in which topics were discussed

Very Logical	6	5	4	3	2	1	Not Very Logical

   c) Usefulness of Information

Very Useful	6	5	4	3	2	1	Not Very Useful

   d) Relevancy of information provided to your work needs

Very Relevant	6	5	4	3	2	1	Irrelevant

2. **Please rate the overall quality of this document.**

Excellent	6	5	4	3	2	1	Poor

3. **How do you plan to use the material? (Check all that apply.)**

   _____ Reference
   _____ Develop new procedures
   _____ Adapt current procedures
   _____ Share information with staff
   _____ Training
   _____ Education
   _____ Personal interest
   _____ Other (please specify)
   _____ Locate and contact other jurisdictions

4. **What parts of the publication were of most value to you, and why?**

5. Do you have any suggestions on how this document could be improved? (i.e., the content, the format used to present the material, the level of detail provided, and the clarity of the information.)

6. Comments:

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THANK YOU FOR YOUR COOPERATION

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Evaluation Specialist
National Institute for Child Support Enforcement
5530 Wisconsin Avenue, Suite 1600
Chevy Chase, MD 20815